

Term 1

New Hello!

English for Preparatory Schools

Year Two

Student's Book

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Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 1: Meeting people	**1 Coming home**		Page 2
	Reading: A text about daily routines; a blog about routines; a website article about children in India; *The Railway Children* **Writing:** A text message; an email reply to a penfriend **Listening:** Description of a bedroom **Speaking:** Discussing daily routines; describing bedrooms and furniture	**Present simple questions** (revision) *Do you like football? What do you do in your free time?* *Who do you live with?* **Adverbs of frequency** (revision) *I often listen to music on my way to school.* *I never have coffee for breakfast.*	**Life Skills:** Self-management: managing time and routine **Values:** Coexistence values: participation, respect **Issues:** Citizenship: loyalty and belonging – home, family, school, country
	2 How are you feeling?		Page 12
	Reading: A text about night workers; descriptions of weekend activities; an article about happiness for teenagers; an informal email **Writing:** An email to a friend **Listening:** People talking about learning new skills; descriptions of photos **Speaking:** Describing weekend activities; describing photos; responding to news	**Present continuous** (revision) *I'm looking after patients at a hospital.* **Present continuous contrasted with the present simple** (revision) *We're sitting carefully on the rocks because they are very sharp.* **Adverbs of manner** *My sister speaks very quietly.* *My friend sews badly.*	**Life Skills**: Empathy **Values:** Patience: Self-regulation **Issues:** Social participation
	3 Great jobs		Page 22
	Reading: An article about the Egyptian handball team; a text about Ancient Egyptian doctors; a text about heroes **Writing:** A paragraph about your partner's past; a text about your hero **Listening:** Descriptions of different heroes; a talk about a family history; a discussion about what makes a hero **Speaking:** Talking about heroes; discussing your family history; saying what you are proud of; checking you understand	**Past simple** (revision) *Where did your parents live when they were young?* *They lived in Tanta.* ***used to*** *They used to have a small car.* *They didn't use to have a big car.* *Where did he use to live?*	**Life Skills:** Collaboration; Communication **Values:** Work values; Love and respect for homeland and the family **Issues:** Citizenship; Loyalty and belonging; National unity
	Review A Revision of Units 1–3		Page 32

Unit 1

Lesson 1

Coming home

Reading: A text about daily routines; a blog about routines; a website article about children in India; *The Railway Children*

Writing: A text message; an email to a penfriend

Listening: A description of a bedroom

Speaking: Discussing daily routines; describing bedrooms and furniture

Language: Present simple questions

Life Skills: Self-management

Values: Coexistence values

Issues: Citizenship

Discuss

Find these activities in the photos. Which do you often / never do?

have lunch at school · do sports · help to make dinner · listen to music · read on the sofa · text friends











Research

Choose a country. What time do students come home from school in that country?





I'm Mariam. My daily **routine** is the same every school day! I always get up at 6.30 in the morning. My mum always makes my breakfast. I go to school by bus with my friend, Dina. Sometimes we listen to music. My parents work at the hospital. They get home late, so I often help to make dinner. In the evening, I do my homework, read on the sofa, watch TV and text my friends. Then I go to bed!

Find

Look through the unit. Where is Shahana from?

1

Reading



1 Read about Mariam. How does she get to school?

2 Read about Mariam again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Mariam does the same things every day of the week.
(F) She has the same routine every school day.
2 Mariam cooks breakfast before school. ....
3 Mariam sometimes listens to music on her way to school. ....
4 Mariam always makes dinner for her parents. ....
5 Mariam often watches TV in bed. ....

3 Read and complete.

Mariam [1] doesn't get up at 7 am. She [2] .... up at 6.30. Mariam [3] .... make breakfast. Her mum always [4] .... it. Her parents [5] .... at a school. They [6] .... at a hospital. They [7] .... home early. They [8] .... home late.



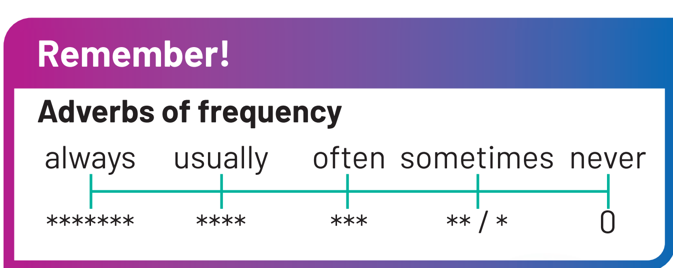
4 Answer the questions.

1 Does Mariam listen to music on the bus? Yes, she does.
2 Do her parents make the dinner? ....
3 Does Mariam text her friends before she goes to bed? ....
4 Does Mariam do the same every school day? ....

Writing and speaking

5 Write two true sentences and one false sentence about your daily routine.

On Saturdays, I always get up at 11 o'clock. I never have coffee for breakfast. I often listen to music on my way to school.



6 Read your sentences to your partner. Your partner can guess which one is false!

The first sentence is false. You don't always get up at 11 o'clock.





For more practice, go to the Ministry of Education website.

Reading

1 Look quickly at the blog. How does Sherifa help at home?

2 Read the blog again and answer the questions.

1 Who does Sherifa live with?
She lives with her parents and two brothers.

2 Where does Sherifa's dad eat breakfast? Why? ....

3 How do Sherifa and her brothers get to school?
....

4 What's Sherifa's favourite subject?
....

5 How often does she listen to music?
....

6 What do Sherifa and her dad do in the evenings?
....

My best friend's family

Hi everyone. Today's **interview** is with my best friend Sherifa and her family. Here's a photo of us. Sherifa's on the right!



How many people are in your family, Sherifa?
There are five people: me, Mum, Dad and my two brothers.

When do you get up?
I usually get up at 6.30 and help Mum make breakfast. My brothers help, too. My dad starts work very early, so he leaves home before we get up. That's why he doesn't have breakfast with us. He eats when he gets to work. I walk to school with my brothers.

Do you like to study?
Yes, I do. My favourite subject is English.

What do you do in the evening?
I listen to music every day. My dad and I sometimes play chess. My brothers always watch TV and my mum usually reads.

Speaking

3 Work in pairs. Discuss.

1 How is Sherifa's family the same as or different to yours?

2 Is it important to do something different at the weekend? Why?

3 What do you do at the weekend?

What do you do at the weekend?

I usually read a book.





Language

4 Complete the questions.

1 What do you do in your free time?

2 .... do you live?

3 .... do you live with?

4 .... do you get up?

5 .... do you get to school?

5 Work in pairs. Ask and answer the questions in Exercise 4.

6 Match the questions a–e to the answers 1–5.

a What do you usually do at the weekend, Nabil?

b What time do you go to bed at the weekend?

c Do you like football? Why?

d How many people are in your family?

e Where do you live?

1 ...e... In Cairo, in a big block of flats.

2 .... Five: my parents, my grandma, me and my sister.

3 .... Yes, I do, because it's fun and it's good for you.

4 .... Sometimes I go to my friend's flat and we play computer games.

5 .... At about ten o'clock.

Speaking



7 Work in pairs.



1 Choose a topic from below and ask a *Yes / No* question.

2 When your partner answers *Yes*, think of another *Wh-* question to ask about that topic.

books and TV   family   hobbies and interests   school subjects   sports



Remember!

A *Yes / No* question usually begins with a helping verb like *Do / Did you ...?* or with *Are / Were you ...?*

A *wh-* question starts with a question word (*what, why,* etc.).



Life Skills

How much time do you spend on the following activities every day?

doing exercise   doing homework   reading on the sofa   sleeping   texting your friends

Do you think you should spend more or less time on these activities? Why?

Writing

8 Work in pairs.

1 Write six sentences about your routine.

2 Share your sentences with your partner. What is the same and what is different?

3 Write a short paragraph in your notebook. Write what is the same and what is different about you and your partner.

For more practice, go to the Ministry of Education website.



Lesson 3

Reading

1 **Read the profile quickly. Which of the three questions is Shahana answering?**

2 **Read the article again and choose the correct answers.**

1. There are **five** (circled) / **four** people in Shahana's family.
2. Shahana **lives / doesn't live** in the city.
3. The family **has / doesn't have** water in the house.
4. Shahana **has / doesn't have** breakfast with her family.
5. She helps her mother **feed the chickens / make dinner**.

3 **Read the answers about Shahana. What are the questions?**

1. Where does Shahana live?
   She lives in a village.
2. ....
   She shares a room with her sister.
3. ....
   She has bread with a cup of tea.
4. ....
   He works in a shop.

4 **Answer the questions.**

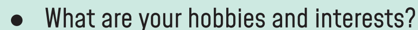
1. What is Shahana's morning routine?
   She gets up early and has breakfast.
2. What jobs does she do in the house? ....
3. When does she do her homework? ....
4. Who does she sometimes help to do their homework? ....

Research

Find out about the life of another person outside Egypt. Where does he/she live? What is his/her daily routine?

Lives around the World

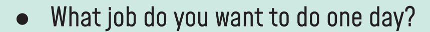
Tell us about your life!



- What are your hobbies and interests?



- What is a typical day in your life?



- What job do you want to do one day?



My name's Shahana. I'm from India. I live in a village with my parents, my brother and my sister.

I share a room with my sister. We all get up early. There is an outside **tap** at the end of street where we live. My mum gets water from the tap every morning. Then we all have breakfast. We have bread with a cup of tea. My dad works in a shop.

I have two jobs to do when I get home from school. I **feed** the chickens, then I help my mum make dinner. After dinner, I do my homework. Sometimes I help my brother and sister to do their homework, too. Then I go to bed.



Writing

5 **Write about your daily routine. What do you do every day?**



Reading

6 Read the conversation and answer the questions.

Yunis: Grandma, have you got a watermelon?
Grandma: Yes, I have. It's on the table.
Yunis: Can I have some, please? I like watermelon.
Grandma: Yes, of course. We need a knife to cut it!
Yunis: Shall I help you to cut it?
Grandma: Thank you, Yunis, but be careful with the knife!

Underline the three questions. Which question ...

1 asks for something?
2 suggests doing something?
3 asks what Grandma has?

7 Complete the text message with *can*, *shall* or *have you got*.

Hi Amal. [1] Have you got that game called *Odd one out*?

No, I don't play that game now. It's for young children.

[2] .... any other children's games? My six-year-old cousin is here and he wants to play a game with me.

Yes, I have *Role-play*! Do you remember that game?

Yes, I do! [3] .... I borrow it this evening? My cousin would love it!

Of course. [4] .... I play it, too? It's better with three people, and I still enjoy that game.

Of course! You can come to my house later.



Writing

8 Work in pairs.

1 You want to play a game with a friend next weekend. Take turns to write text messages to each other. Include questions with *Shall*, *Can* and *Have you got ...?* Start like this:

Hi! Shall we play a game next weekend?

2 Read your text message conversation. Circle all the questions. Have you written them correctly?

Writing tip

Use short and clear sentences in text messages.



For more practice, go to the Ministry of Education website.

1

Lesson 4

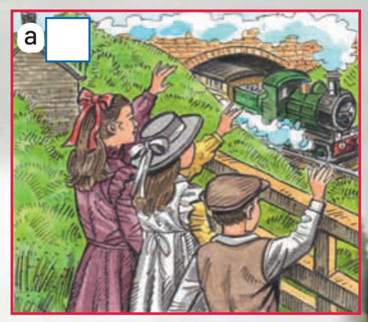
Reading

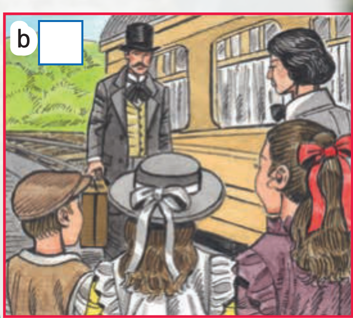
1 Work in pairs. Look at the pictures and discuss the questions.

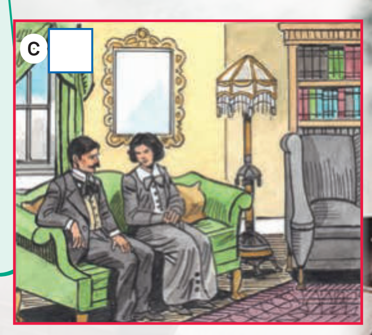
1 What do you think the story is going to be about?

2 Do you think it has a happy or sad ending?

2 Read the story and put these pictures in the correct order.







The Railway Children *by E. Nesbit*

It is the 1900s. Roberta, her younger brother Peter and their little sister, Phyllis, live with their parents in London. They have a big, **attractive** home with a **large** garden. One **terrible** day, two men take their father away from home. The children do not know where he is going or why.

The children move from the city with their mother to a small house near a **railway line**. The family are **poor** and life is very different for them. The children have lots of adventures near the railway line. A kind old man, who travels on the train every day, becomes their friend.

The old man helps the family in many ways. He helps their father too, because their father is in **prison** for something he did not do. Finally, their father comes home. The family is so happy to be together again at last.

3 Read the story again and match to make sentences.

1 [f] At the beginning, the children live in
2 [ ] Their first home is
3 [ ] They move to
4 [ ] Near their new home, there is
5 [ ] One of their new friends is
6 [ ] The children are very happy when they see

a their father again.
b a railway line.
c big, with a garden.
d a kind old man.
e a small, simple house.
f the city.

4 Look at the words in bold in the story. Match the words and the definitions.

1 a place where people go when they do something wrong *prison*
2 the 'road' that a train travels on ....
3 people without enough money are....................
4 beautiful ....
5 big ....
6 very bad ....

Speaking

5 Ask and answer the questions in pairs.

1 How did the children feel when they moved to the small house? Why?

2 How do you feel when things change? Is it easy or difficult at first?

For more practice, go to the Ministry of Education website.



Speaking

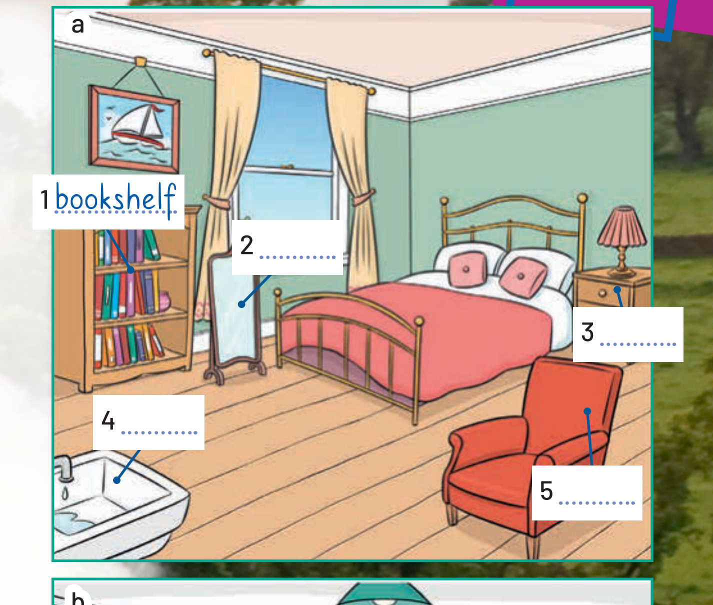
1 Work in pairs. Look at the pictures then ask and answer the questions.

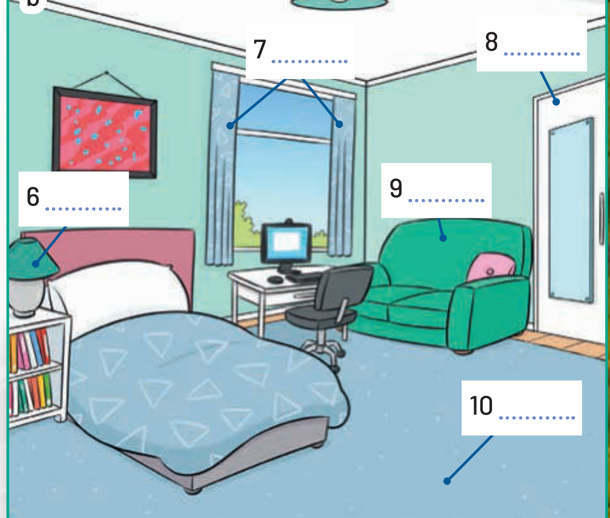
1 Which bedroom belongs to one of the children in *The Railway Children*? Why?
2 What do you like about each room?
3 Which room do you like best? Why?

Vocabulary

2 Label the pictures with the words in the box.

armchair basin ~~bookshelf~~ carpet chest of drawers curtains lamp mirror sofa wardrobe





Listening

3 Listen to two descriptions. Which room is each person describing?

4 Listen again and answer the questions.

1 How does the boy read in bed?
He has a lamp on his bookshelf.
2 What do the curtains match? ....
3 What does the boy like best about his room? ....
4 Why does the girl sometimes sleep with the curtains open? ....
5 Where does she like to read? ....
6 Where does she wash her face before she goes to bed? ....

Remember!

Use prepositions of place to say where things are:

behind / in front of
next to **opposite**
on / under / in

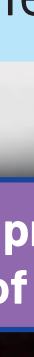
Speaking

5 Work in pairs. Describe your bedroom and listen to your partner describe his/her bedroom. Draw your partner's bedroom. Then compare your pictures.

I share a room with my sister. There are two beds: my bed is under the window ...







For more practice, go to the Ministry of Education website.



Lesson 6

Reading

1 Read the email. Why does Judy want a penfriend?



New message

Dear Rebecca,

[1] It is very nice to meet you. My name is Judy. I'm from Al Fayoum, in Egypt. It's a large city, with beautiful nature reserves nearby. I live with my parents and my brother in a flat. My grandparents live in a flat downstairs.

[2] On Saturdays, I usually get up early and help my grandmother with her shopping, then I read or do my homework. In the afternoons, I visit my friends or play computer games with my brother.

[3] My favourite subjects are maths and English. Thank you for being my penfriend. I am happy to be able to practise my English!

I hope to hear from you soon,

Judy

SEND

2 Read Judy's email again. Match the paragraphs 1–3 with the topics a-c.

a ☐ daily routine
b ☐ school
c ☐ home and family

3 Read the email again and answer the questions.

1 How does Judy describe her city? *It is a large city, with beautiful nature reserves nearby.*
2 Where do her grandparents live? ....
3 What does she do on Saturday mornings? ....
4 Who does she play computer games with? ....
5 What does she like studying at school? ....

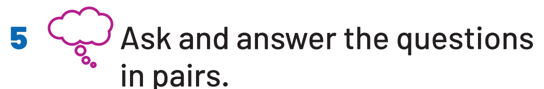
Values

1 How often do you see your grandparents?
2 How can grandparents help young people in the family, and how can you help them?

Writing

4 Write your own email to a new penfriend.

- Write three paragraphs.
- Use the topics in Exercise 2.



Writing tip

Remember to use capital letters for:
- names of people and places
- nationalities and languages
- days and months

Speaking

5  Ask and answer the questions in pairs.

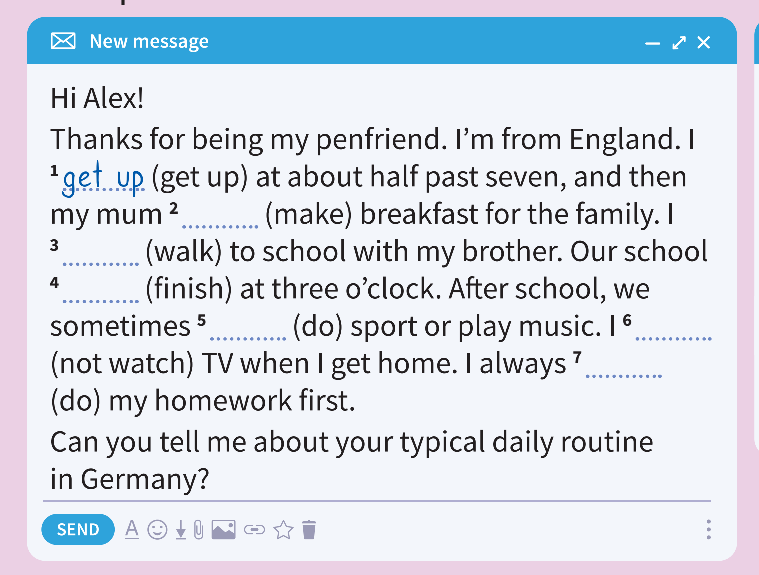
1 Do you think it is a good idea to have penfriends? Why?
2 What can you learn from writing to people from a different country?



For more practice, go to the Ministry of Education website.

Review

1 Complete the emails with the correct form of the verbs in brackets.

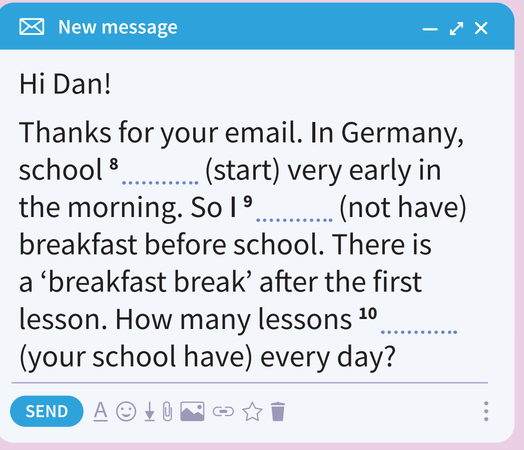

New message

Hi Alex!

Thanks for being my penfriend. I'm from England. I [1] get up (get up) at about half past seven, and then my mum [2] .... (make) breakfast for the family. I [3] .... (walk) to school with my brother. Our school [4] .... (finish) at three o'clock. After school, we sometimes [5] .... (do) sport or play music. I [6] .... (not watch) TV when I get home. I always [7] .... (do) my homework first.

Can you tell me about your typical daily routine in Germany?

SEND


New message

Hi Dan!

Thanks for your email. In Germany, school [8] .... (start) very early in the morning. So I [9] .... (not have) breakfast before school. There is a 'breakfast break' after the first lesson. How many lessons [10] .... (your school have) every day?

SEND

2 Write questions. Then write the answers.

1 What time / Dan / get up? What time does Dan get up? He gets up at half past seven.

2 Dan / make his own breakfast? ....

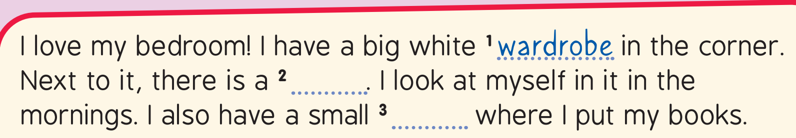
3 How / Dan and his brother / go to school? ....

4 What time / Dan's school finish? ....

5 When / Dan / do / his homework? ....

6 Why / Alex / have breakfast at school? ....

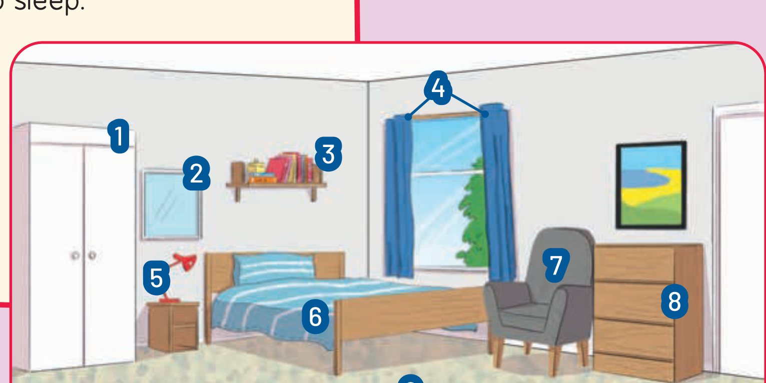
3 Complete the text with words from the picture.



I love my bedroom! I have a big white [1] wardrobe in the corner. Next to it, there is a [2] ....· I look at myself in it in the mornings. I also have a small [3] .... where I put my books.

Next to this, there is a big window. I have blue [4] .... on it. I close them at night. I also have a red [5] .... next to my [6] ....· I use it to read before I go to sleep.

Also in my bedroom, there is a grey [7] ....· I sit and read my book there sometimes. There is also a [8] ....· I put my T-shirts, socks and other clothes in it. Finally, there is a big [9] .... on the floor!





For more practice, go to the Ministry of Education website.

Unit 2

Lesson 1

How are you feeling?

Reading: A text about night workers; descriptions of weekend activities; an article about happiness for teenagers; an informal email
Writing: A text to describe a place or a photo; an email to a friend
Listening: People talking about learning new skills; descriptions of photos
Speaking: Describing weekend activities; describing photos; responding to news
Language: Adverbs of manner
Life Skills: Empathy
Values: Patience
Issues: Social participation

Quiz

Match the jobs with the people. Who can finish first?

call-centre worker   computer engineer   nurse
police officers   shop worker   street-food seller

3 am in Cairo

1 2 3



RESEARCH

Find words for other jobs where people work at night.

4



5



6



Find

Look through the unit. Where is Injy going on a school trip?

Reading

1 Read about some people in the photos. What are their jobs?

3 am in Cairo

A I'm looking after patients at a hospital. It's very busy. I'm looking after children in the children's **ward**. I like my job, but I'm feeling tired tonight. I'm **looking forward to** going home and having a rest.

Amal

B We're driving around the city and **making sure** that people are safe in the streets. We aren't very busy tonight. It's cold so everyone is staying at home. Adel's feeling a bit bored and I'm feeling hungry. I'm looking forward to having breakfast!

Emad and Adel

C I'm **parking** my **food stall** here because it's the best place in the city. Lots of people and tourists come this way. People start to buy their breakfast at 6 am. I'm getting everything ready. I'm feeling cold and I'm looking forward to drinking some hot coffee!

Kamal

2 Ask and answer the questions in pairs.

Which of the jobs in Exercise 1 do you think is the most important? Why?

Language

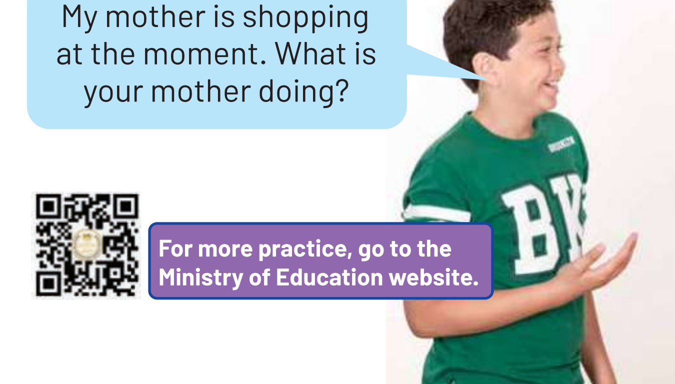
Remember!

Use the present continuous to talk about what is happening now.
- **Positive statements:** I **am** work**ing** today.
- **Negative statements:** You **are not** work**ing**.
- **Questions: Is** your mother work**ing**? Yes, she **is**. / No, she **isn't**.
  What **is** your father do**ing**? He is read**ing**.

3 Read the article again and answer the questions.

1 Why is Amal feeling tired? Because the hospital is very busy.
2 Who are driving around the city? ....
3 Why is everyone staying at home? ....
4 Why is Kamal parking his food stall at this place? ....
5 What is Kamal looking forward to? ....

4 Think of two friends or two people in your family.
What are they doing at the moment? Tell your partner.





For more practice, go to the Ministry of Education website.

2 Lesson 2

Reading

1 Read about what Ziad, Injy and Aya do at the weekend. Choose two sentences from a–d to complete each text.





1 Hi, I'm Ziad. I live with my mum and dad in a small flat in Minya. At the weekend, I'm usually quite lazy. [b] [ ]

2 Hello, I'm Injy and this is my sister Aya. We live near the sea. [ ] [ ]

a My father and my uncle have an old boat which they are repairing. I am learning to sail but Aya doesn't like the water very much!

b On Friday evening, my parents and I usually have a big dinner with my grandparents and we sometimes stay at their house. It's bigger than our flat.

c At the weekend, we do our homework and on Saturday we sometimes spend time with our father and uncle on their boat.

d On Saturday morning, I often stay in bed and then I have a late breakfast with my grandmother – she's a fantastic cook! In the afternoon, I do my homework.

2 Choose the correct answer.

1 On Saturday morning, Ziad enjoys spending time with ....

a his parents **b** his uncle **c** his grandmother

2 At the weekend, Ziad likes to ....

a have a rest **b** play sport **c** go swimming

3 At the weekend, Aya and Injy are ....

a helping to repair a boat **b** doing their homework **c** catching fish

4 They often spend time with their ....

a uncle and aunt **b** friends **c** uncle and father

Speaking

3 Ask and answer the questions in pairs.

1 What do you usually do at the weekend?

2 Whose weekend activities would you prefer to do, Ziad's or Injy's? Why?

At the weekend, I usually get up early.



Listening

4 Listen to three people talking about learning new skills and put the photos in the correct order.


a
calligraphy


b 1
sign language


c
painting the kitchen


d
sewing

5 Listen again and answer the questions.

1 Who does Tamer want to communicate with? his cousin
2 What can't a deaf person do? ....
3 Who are Eman and her sisters helping? ....
4 Where is Mr Osman? ....
5 Who is teaching Manal at the calligraphy and art club? ....
6 What is Manal making for her uncle? ....

Language

6 Complete the sentences with the correct form of the verbs in brackets.

1 Tamer is learning (learn) a new skill at the moment.
2 Eman and her neighbours .... (repair) Mr Osman's flat now.
3 Mr Osman .... (live) in a lovely flat.
4 Manal and Mona .... (study) calligraphy every day.

7 Work in pairs. Ask and answer the questions.

1 Which subjects are you finding easy or difficult at school at the moment?
2 Tell me about something that you are enjoying at the moment. Why are you enjoying it?

Remember!

Use the present simple for:

- **habits.**
  I always **drink** milk for breakfast.
- **routines and repeated actions.**
  We **go** to school every day.
- **things that are always true.**
  My aunt **lives** in Cairo.

Use the present continuous for:

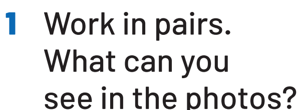
- **things happening now.**
  I **am sitting** in my English class.
- **unfinished actions in progress around now.**
  My sister **is learning** to dance.
- **temporary situations or actions.**
  They **are painting** the school this week.



For more practice, go to the Ministry of Education website.

2 Lesson 3

Speaking



1 Work in pairs. What can you see in the photos?



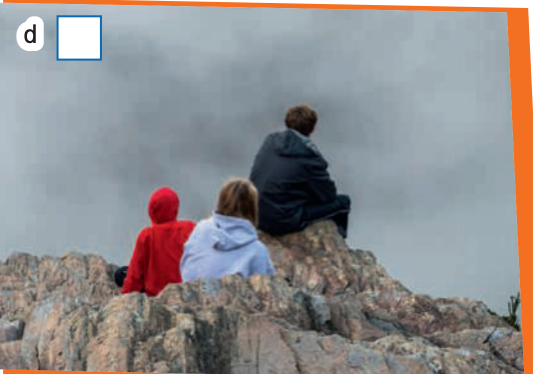
a ☐



b 1



c ☐



d ☐

Listening

2 Listen to the descriptions and put the photos in the correct order.

3 Listen again and complete the sentences with adverbs from the box.

carefully	excitedly	happily	hungrily	loudly	~~slowly~~

1 It's the end of the day and the guests are slowly leaving.
2 That's my sister. She is smiling .... at the camera.
3 We're sitting .... on the rocks because they are very sharp!
4 I'm sitting under a tree and .... eating my lunch.
5 I'm waiting .... to get on a plane for the first time.
6 She is laughing .... in this picture because she can see my aunt's cat.



Language

4 Complete the sentences with the correct form of the adjectives in brackets.

1 My sister speaks very quietly. (quiet)
2 Mr Ahmed speaks English .... (good)
3 You run ....! (fast)
4 The teacher treats all her children .... (kind)
5 My friend sews .... (bad)
6 The cat is sitting in the sun .... (lazy)



Adverbs of manner

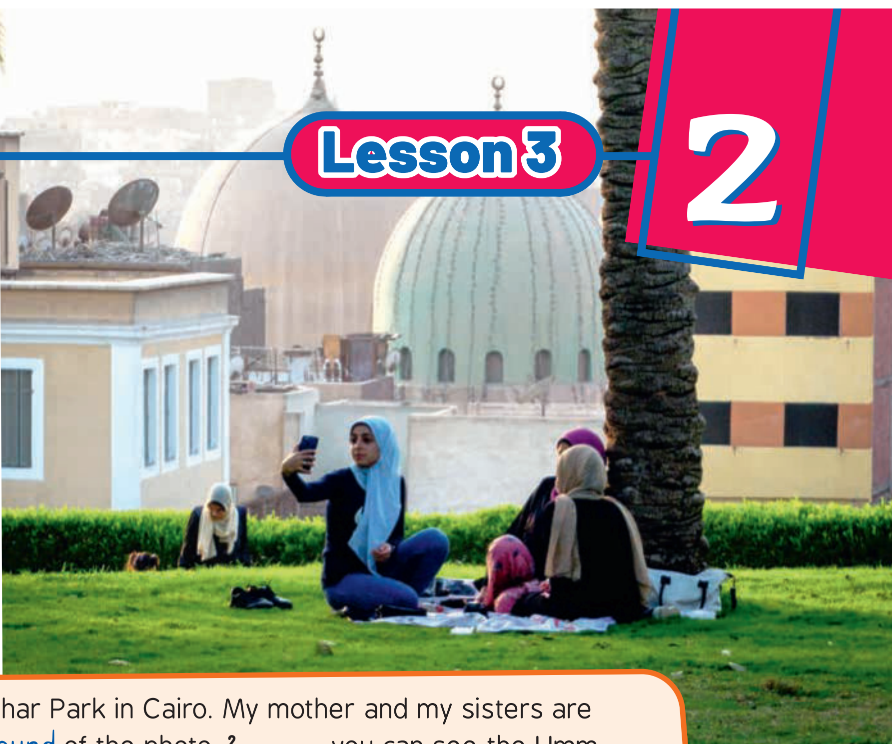
Use adverbs of manner to describe **how** we do the action of a verb.

quick → quick**ly** loud → loud**ly**
easy → eas**ily** lazy → laz**ily**

Some adverbs are irregular:

good → well fast → fast
hard → hard early → early

Lesson 3 2



Reading and listening

5 Listen and read to complete the description of the photo with the expressions in the box.

In the background
~~in the foreground~~
in the middle of
on the left
towards the right

This is a photo of my family in Al Azhar Park in Cairo. My mother and my sisters are sitting under a tree [1] in the foreground of the photo. [2] ………, you can see the Umm al-Sultan Shaban Mosque. The tree is [3] ……… of the photo and my eldest sister Reem is sitting in front of it. Our mother is behind her – we can't see her face. My middle sister Talia is [4] ……… the picture. She is taking a selfie as usual! Our aunt is behind them, down the hill and [5] ………. I think she is getting ready to take a photo, too.

Speaking

6 Work in pairs. Find examples of these things in the photos below.

clothes: dresses jeans shirt shorts T-shirt
colours and patterns: (dark / light) blue / green / purple / striped
things: crowds food stalls lemons oranges shopping bags shops
actions: people buying / choosing / selling … something hanging





7 Now take turns to describe one of the photos using the words from Exercise 6 and some of these phrases.

This is a photo of …

It shows …

In the foreground, we can see …

On the left of the man in the striped shirt, there is …



For more practice, go to the Ministry of Education website.

2 Lesson 4







Reading

1 Ask and answer the questions in pairs.







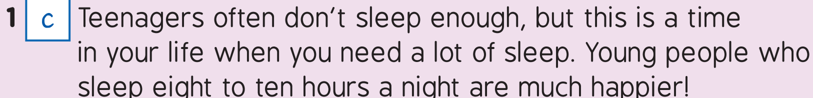
1 Describe the photos. What are the people doing in each one?
2 Do you do any of these things? How do you feel when you do them?
3 When you are sad, which of these things do you do to make you feel better?
4 Are there any other things that you do when you feel sad?

2 Read and complete the article with the correct headings a–e.

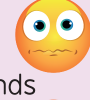
a Go outside
b Help someone
c Get lots of rest
d Be grateful
e Be friendly

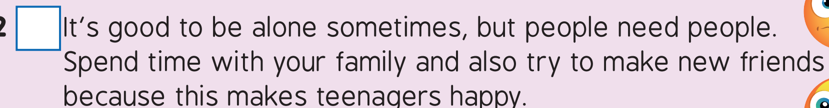
Happiness for teenagers

It's normal to get worried or to feel sad sometimes – but what helps teenagers to feel happy? We found five things that can help.

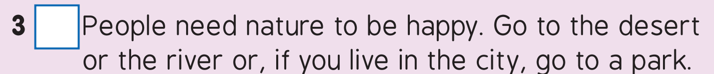


1 [c] Teenagers often don't sleep enough, but this is a time in your life when you need a lot of sleep. Young people who sleep eight to ten hours a night are much happier!





2 [ ] It's good to be alone sometimes, but people need people. Spend time with your family and also try to make new friends because this makes teenagers happy.



3 [ ] People need nature to be happy. Go to the desert or the river or, if you live in the city, go to a park.



4 [ ] When you do something kind for someone else, this makes you feel happy, too. Try it! You feel really good.



5 [ ] One of the best ways to be happy is to remember the good things in your life and feel pleased about them.

Speaking

3 Ask and answer the questions in groups.

1 Which of the ideas in the article do you think is the best? Why?
2 Choose one of the ideas to try the next time you are feeling sad. Tell your partners what you will do.



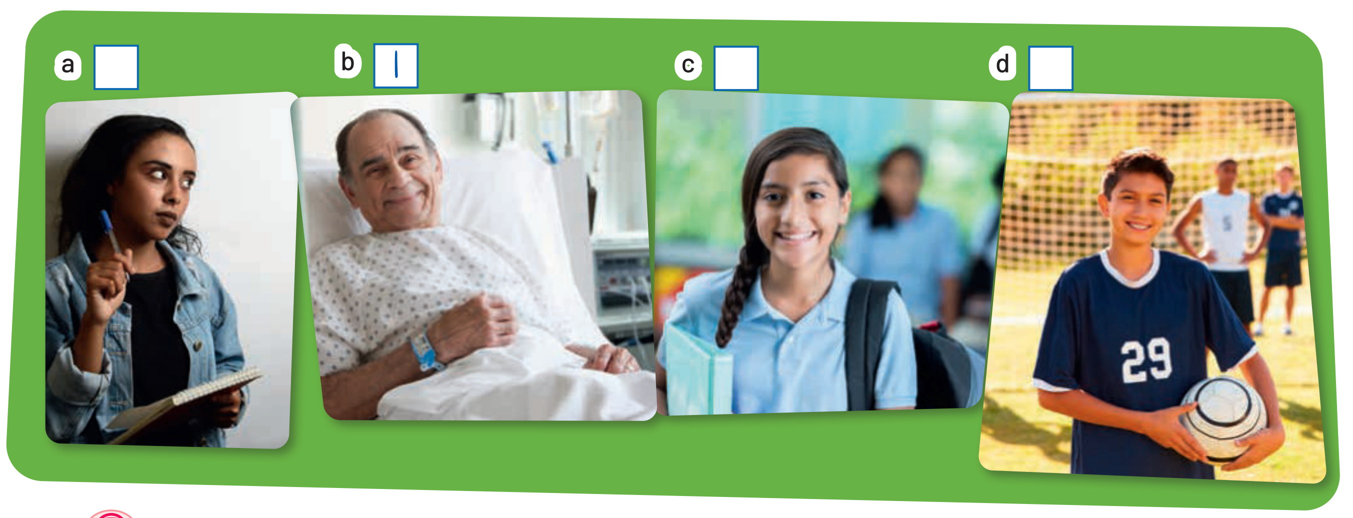
For more practice, go to the Ministry of Education website.





Listening

1 Listen to four short conversations and put the photos in the correct order.



2 Complete the expressions that Ali and Hana used to respond to news with the words in the box. Listen again to check your answers.

Congratulations	done	gets better	happy
must be	news	pity	~~sorry~~	worry

1 I'm *sorry* to hear that. I hope he .... soon.
2 It's a .... that you can't come.
3 Well ...., Yasser! That's great ....!
4 That .... difficult. But don't ...., I'm sure things will get better with time.
5 ....! I'm so .... for you. Everyone knows that's a really difficult exam.

3 Which of the expressions in Exercise 2 are used to respond to good news and which are used to respond to bad news?

Life Skills

When you have **empathy**, you can imagine how other people feel. It is important to show empathy when your friends are sad or happy.



Speaking

4 Work in pairs. Take turns to be A and B.

1 Think of two pieces of news, one good and one bad.

Student A: Tell Student B your pieces of news.

Student B: What do you say? Use expressions from Exercise 2.

2 At the end of the conversation, start the next conversation with:





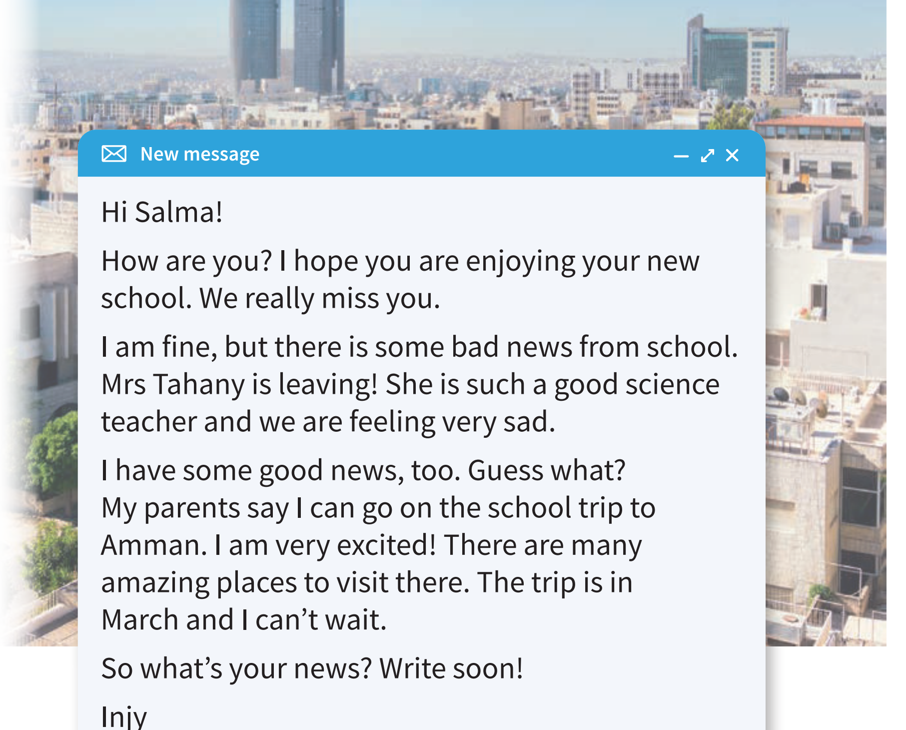
For more practice, go to the Ministry of Education website.

2 Lesson 6

Reading

1 Read Injy's email to her friend Salma and answer the questions.

1 Why doesn't Injy see Salma at school? ....
2 What isn't Injy happy about? ....
3 What is Injy looking forward to? ....



New message

Hi Salma!

How are you? I hope you are enjoying your new school. We really miss you.

I am fine, but there is some bad news from school. Mrs Tahany is leaving! She is such a good science teacher and we are feeling very sad.

I have some good news, too. Guess what? My parents say I can go on the school trip to Amman. I am very excited! There are many amazing places to visit there. The trip is in March and I can't wait.

So what's your news? Write soon!

Injy

SEND

Writing

2 Complete the phrases below with the words in the box.

forward going Guess ~~Hello~~ miss See

Useful phrases to use in an email

Phrases to begin:	Dear Injy Hi Injy [1] Hello Injy
Asking how someone is:	How are you? How are things? How's it [2] ....? How's life?
Introducing news:	The news from me / us is that ... [3] .... what?
Talking about feelings:	I / we [4] .... you. I / we hope that you are ... I'm so excited / sad because ...
Talking about the future:	I'm looking [5] .... to ... I can't wait (to) ...
Phrases to end:	Write soon [6] .... you soon

Remember!

- A sentence ends with a full stop (.).
- A question ends with a question mark (?).
- A sentence begins with a capital letter.
- We use commas (,) between clauses of a sentence: I am fine, but there is some bad news.
- We also use commas in lists: We have apples, oranges and pears.

3 Write an email to a friend in your notebook. Use these ideas.

1 Ask him / her how he / she is.
2 Give some bad news / something you are not happy about.
3 Give some good news / something you are happy about.
4 Ask your friend to tell his / her news.

For more practice, go to the Ministry of Education website.




Lesson 7

2

Review

1 Match the jobs with the descriptions.

call-centre worker computer engineer police officer ~~street-food seller~~ shop worker

1 This person prepares food for people to eat in the streets, sometimes from a van or stall. street-food seller
2 This person helps to keep people safe in the streets. ....
3 This person speaks to people on the phone. He or she helps them with their problems. ....
4 This person helps in a place which sells things. ....
5 You call this person if there is problem with your computer system. ....

2 Choose the correct words.

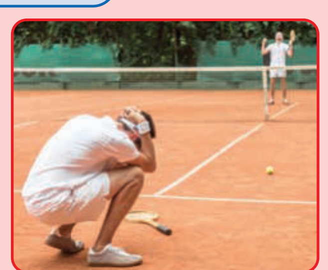
1 Why **are you laughing / do you laugh** now?
2 We **are watching / watch** a film and it is very funny.
3 I **usually have / am having** a drink of water before I **am exercising / exercise**.
4 It **doesn't rain / isn't raining** outside, but it's a bit cloudy.
5 I **usually go / am going** to school by bus, but today I **walk / am walking**.

3 Work in pairs. Take turns to describe the photos using adverbs from the box.

badly carefully happily loudly slowly well







The friends are smiling happily.



4 Write a reply to Huda's email. Write about 90 words.

New message

Hi Jana!

How are you? I hope you are well. Guess what! I've passed my maths exam. I'm really happy, but my brother didn't pass. He is working hard to pass it next time.

It's raining today, so I'm happily sitting in my bedroom. I'm playing a game with my sister. What's your news?

Write soon!

Huda





For more practice, go to the Ministry of Education website.

Unit 3

Lesson 1

Great jobs

Reading: An article about the Egyptian handball team; a text about Ancient Egyptian doctors; a text about heroes

Writing: A paragraph about rubbish collectors, a paragraph about someone you are proud of

Listening: Descriptions of different heroes; a talk about a family history; a discussion about what makes a hero

Speaking: Talking about heroes; discussing your family history; saying what you are proud of; checking you understand

Language: *used to*

Life Skills: Collaboration; Communication

Values: Work values; Love and respect for homeland and the family

Issues: Citizenship; Loyalty and belonging; National unity

Discuss

Can you match the names, dates of birth and jobs to the photos?

1



2

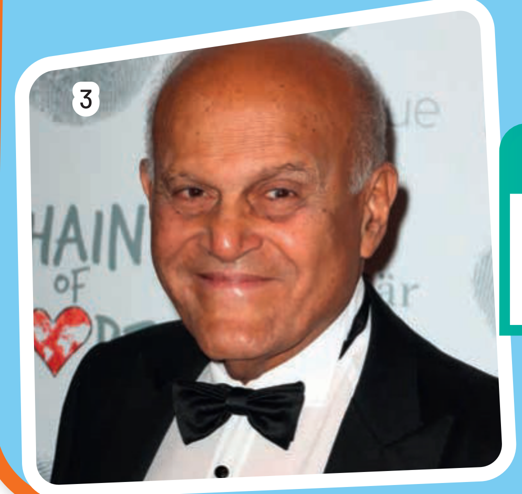


Find

Look through the unit and find out what Ancient Egyptian doctors used plants for.

Magdy Yacoub	Princess Fatma Ismail	Omar Abdelkader	Sameera Moussa
1853	1994	1917	1935
Scientist	Surgeon	Patron	Sports coach

3



Research

What job does a nursing manager do?

4





Listening

1 What do you know about the people in the photos on page 22?

2 Listen to someone talking about the people in the photos. Check your answers to Exercise 1.

Language

3 Complete these sentences from Exercise 2 with the correct past time expression. Then listen again and check your answers.

ago for From in to ~~When~~

1 When Omar was 22, a shark attacked him and he lost a leg.
2 Sameera Moussa was born .... 1917.
3 Magdy Yacoub helped people with heart problems .... many years.
4 Magdy stopped most of his work as a surgeon a long time ....
5 .... 1908 .... 1940, people called it the Egyptian University.

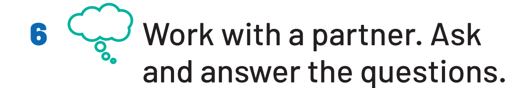
4 Complete the sentences with your own answers.

1 I went to primary school for .... years.
2 I started Preparatory School .... years ago.
3 When I was 12, I ....
4 Yesterday, I was at school from .... to ....

5 Look for the verbs in Exercises 3 and 4. Write them in the correct column.

Regular verbs:	Irregular verbs:
attacked	was
....	....
....	....
....	....

Speaking



6 Work with a partner. Ask and answer the questions.

1 What makes a hero?
2 Think of a hero from another country. What did he or she do?



For more practice, go to the Ministry of Education website.

3 Lesson 2

Reading

1 Do you know the team in the photo? Which sport do you think these players do?

2 Read the article and check your answers to Exercise 1.



Egyptian heroes!

The Egyptian handball team are heroes! They **won** the **handball** Africa Cup of Nations in Tunisia in 2020. They won the final against Tunisia 27–23. That means they are the best team in Africa!

This is not the first time Egypt's handball team played in a final. In 2019, the **junior** team won the under-19 World Cup Final 32–28 against Germany. They were the first team from Africa to win it. In 2018, the **senior** team were also in the final of the Africa Cup of Nations, but lost the final against Tunisia.

Now, lots of people in Egypt love the sport. Let's hope the Egyptian team can win **competitions** again!

3 Look at the words in bold in the text. Match the words and the definitions.

1 A sport with seven players in a team. They score by throwing the ball into a goal. handball
2 Events when people try to get a prize by being the best at something. ....
3 the opposite of *lost* ....
4 for younger people ....
5 for older people ....

4 Read the article again. Are these sentences true (T) or false (F)?

1 The Egyptian handball team won an important competition in 2020. T
2 The final in 2020 was in Tunisia. ....
3 In 2010, the Egyptian handball team won the final against Tunisia. ....
4 The senior Egyptian handball team won the World Cup Final in 2019. ....
5 Teams from Africa usually win the handball World Cup Final. ....
6 The senior Egyptian handball team did not win the final in 2018. ....
7 The Tunisian team were the best team in Africa in 2018. ....
8 Many people in Egypt like handball. ....



Language

5 **Listen and complete.**

1 You can pronounce the -*ed* endings on words in three ways. Listen to how the -*ed* endings are different in these three past simple verbs from the article.

2 Listen and write the verbs you hear in the correct column. Then listen again and repeat.

sounds like /id/:	sounds like /t/:	sounds like /d/:
started	helped	played
…………	…………	…………
…………	…………	…………

6 **Reorder the words to make past simple questions.**

1 to do / the Egyptian / What / were / junior team / the / team / first / ?
What were the Egyptian junior team the first team to do?

2 When / did / World Cup Final / win / the / they / ? …………

3 the / senior team / did / Egyptian / win / 2020 / What / in / ? …………

4 Egypt / competition / Where / win / did / this / ? …………

5 the / 2018 / won / Who / Africa Cup of Nations / in / ? …………

7 **Work with a partner. Ask and answer the questions in Exercise 6.**



Speaking

8 **Discuss these questions in pairs.**

1 Why is teamwork important?

2 Which team do you like? Why?

3 Did the team win many games last year? Why?

4 When did your favourite team last win a competition?

5 Would you like to play in a team? Why?

9 **Work in pairs. Ask and answer questions about the past using some of these verbs.**

be help learn like live play want



Where did your parents live when they were young?

They lived in Tanta.



For more practice, go to the Ministry of Education website.

3 Lesson 3

Speaking



1 **Work in pairs. Discuss your family history.**

1. Do you know much about your family history? What things do you know?
2. Would you like to learn more about your family history? Why?



Vocabulary

2 **Complete the sentences with a word from the box. Use a dictionary if necessary.**

charity	countryside	emergency	~~natural disaster~~	proud	volunteer

1. A terrible event, such as an earthquake, is a/an natural disaster.
2. The .... is the area outside a city, where there are farms and lots of nature.
3. A/An .... helps people who are poor, sick or don't have a home.
4. A/An .... is someone who works for no money to help people.
5. If you are .... of someone, you feel pleased with them. This is because you think that they are or have done something very good.
6. A/An .... is something serious or dangerous that you need to do something about.

Listening and speaking

3 **Listen to Yasser talking about his family history and answer the questions.**

1. Which person in his family is Yasser talking about?
2. What job did the person do?

4 **Listen again. Complete the sentences.**

1. Yasser was doing a school project on someone in his family.
2. Yasser's great grandfather lived in the ....
3. He was a .... for the Red Crescent.
4. He helped when there was a disaster or a health ....
5. Yasser is very .... of his great grandfather.



5 **Work in pairs. Who are you proud of? Why?**

Language

6 When Yasser was researching his family history, he found out some other interesting information. Complete the sentences with *used to* or *didn't use to*.

1. Yasser's grandmother used to work in a hospital.
2. Before Yasser's dad got married, he .... (not) live in Cairo.
3. Yasser's uncle .... live in Tunisia.
4. When Yasser's mum was a child, she .... play the piano every day.
5. Before Yasser's grandfather had children, he .... (not) know how to drive a car.

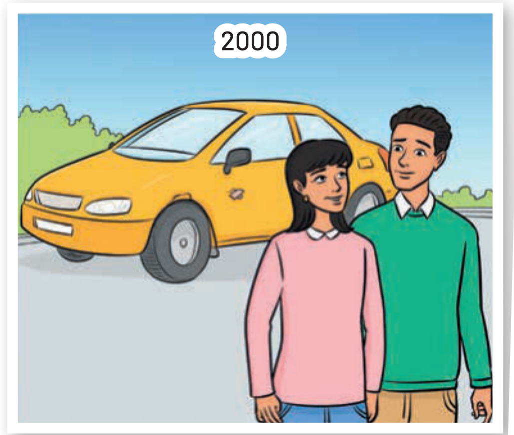
used to

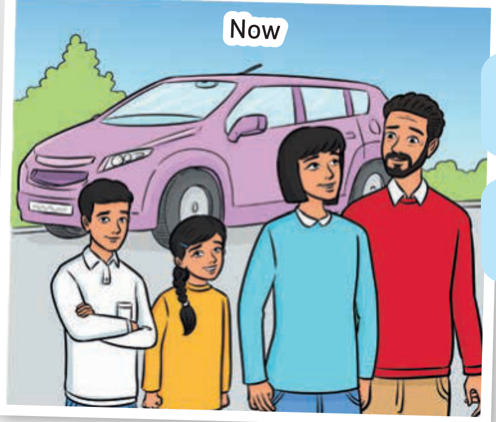
Use **used to** to talk about habits that were true in the past but are not true now.

Positive statements:	He **used to** live in the countryside.
Negative statements:	I didn't **use to** know much about my family history.
Questions:	Did he **use to** live in Cairo? Yes, he did./No, he didn't.
	Where did he **use to** live?

Speaking

7 Work in pairs and make sentences about the people in the pictures using *used to*.





They used to have a small car.

They didn't use to have a big car.

8 Complete these questions for your partner about when he/she was ten.

1. When you were ten, did you use to live in a different house?
2. .... have any different hobbies?
3. .... walk to school?
4. .... have the same friends?

9 Ask and answer the questions from Exercise 8 in pairs and make a note of your partner's answers.

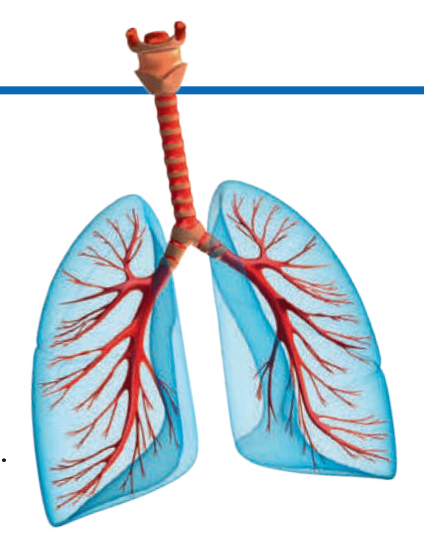
Writing

10 Write a short paragraph about your partner when he/she was ten. Use the answers to the questions in Exercise 9.



For more practice, go to the Ministry of Education website.

3 Lesson 4 Culture



Reading

1 Work in pairs. Match the parts of the body to their functions.

1 [b] brain
2 [ ] heart
3 [ ] lungs

a They take in air and help us to breathe.
b It tells the parts of our body what to do.
c It pumps blood around the body.

2 Read the article. Which parts of the body did Ancient Egyptian doctors understand some things about?

3 Read the article again. Are these sentences true (T) or false (F)?

1 Ancient Egyptian doctors used to write about their work. T
2 The doctors understood everything about how the heart works. ....
3 They thought the brain was very important. ....
4 Some of the medicines we use today are the same as they were used in Ancient Egypt. ....
5 We learned how to help people to see from the Ancient Egyptians. ....

Ancient Egyptian doctors

We know how Ancient Egyptian doctors helped their patients because they wrote down their ideas thousands of years ago.



The body
Ancient Egyptians doctors understood that the heart **pumps** blood around the body. However, they used to think that the heart also pumped air to our lungs! They were also the first people to understand some of the things the brain does, but they did not know how important it was.

Ways to help
Doctors used to use plants to help people with burns and to stop **infections**. We still use some of these plants today. They also knew how to mend broken bones and sew **cuts**, but they didn't use to know everything. For example, they used to make medicine from animal eyes. They used to think that an animal's eye helped people who could not see!

Speaking

4 Ask and answer the questions in pairs.

1 How do we know about Ancient Egyptian doctors?
2 What did they use to know about the heart?
3 What did they use to do or use to help patients?
4 Are you proud of Ancient Egyptian doctors? Why?

We know about Ancient Egyptian doctors because they wrote down their ideas.



For more practice, go to the Ministry of Education website.



Listening

1 **Listen to two people having a class discussion. Tick (✓) the correct topic.**

Heroes help people. ☐ Heroes are never scared. ☐ Heroes should work hard. ☐

2 **Listen to the conversation again. Complete the expressions with words from the box.**

mean	sure	understand	~~What~~	words

Mona: What is a hero, Huda?
Huda: I think a hero is someone who is very brave.
Mona: [1] What do you mean?
Huda: I [2] .... a hero isn't scared of anything.
Mona: I think a hero is someone who is scared, but still tries his or her best.
Huda: I'm not [3] .... what you mean.
Mona: In other [4] ...., they often do difficult or dangerous things.
Huda: It's also about putting other people first.
Mona: Sorry, I don't [5] ....
Huda: I mean a hero helps other people.
Mona: Yes, I agree!

3 **Ask and answer the questions below in pairs.**

1 Which of the expressions in red in Exercise 2 do you use if you do not understand?
2 Which of the expressions do you use to explain what you mean?

Speaking

4 **Work in pairs. Complete and then role-play the dialogue.**

A: I think rubbish collectors can be heroes.
B: [1] ....?
A: I mean, we need rubbish collectors.
B: Sorry, [2] ....
A: [3] ...., they do something very useful. They collect rubbish from our homes.The city would be terrible without them!
B: That's true. What about street cleaners?
A: I'm not sure [4] ....
B: I mean, street cleaners are also important because they help to keep our cities clean.
A: Yes, that's true!





For more practice, go to the Ministry of Education website.

3 Lesson 6

Reading

1 Read the article. Who is the writer's hero? Why?


Mrs Karima Mohamed

My heroic mother

1 Today, my mother is an important nurse, Mrs Karima Mohamed, but I know that her life used to be difficult. She studied to be a nurse at the Faculty of Nursing in Ain Shams University and used to work as a nurse, too, sometimes at night, to learn all she could. She then got a job at a big hospital in Cairo. She continued to work hard but did not stop her studies, and soon she became one of the most important nurses in Cairo.

2 Now, she works in a big hospital in Cairo. In 2020, many people became ill and she worked every day for many weeks. It was difficult, but **heroic** work, because most of them got better. She is also a **nursing manager** and she helps to teach younger nurses.

3 I think she is a hero because she studied and worked very hard to get an important job and now she helps people every day. She always tells me that education is very important, and that if I work hard, I can do anything.

2 Read the article again and answer the questions.

1. What is the paragraph number?
   - **a** why the writer thinks she is a hero ....
   - **b** what the hero does now ....
   - **c** what the hero was like when she was younger ....
2. Which sentence in each paragraph tells us the main idea? ....
3. Do the other sentences in the paragraphs give information about the main idea, or something different? ....

Remember!

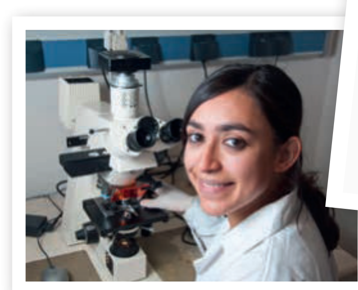
It is easy to confuse some words, for example *to/too*, *know/no*, *their/there*, *its/it's* and *than/then*. Do you know the difference between these words? Use your dictionary to check.

Writing

3 Write three paragraphs about your hero.

Include the following information:

- Some information about his/her life
- Why you think he/she is a hero





Writing tip

Start a new paragraph for each main idea. The first sentence of a paragraph is the topic sentence that introduces the main idea.

For more practice, go to the Ministry of Education website.

Review

1 Use the clues and find the words in the word search.

1 an event when people try to get a prize
2 you can give money to this to help poor people
3 for younger people
4 these take air into the body
5 a girl or woman
6 for older people

c	h	a	r	i	t	y	s	i	d	e
o	v	a	b	y	p	n	w	x	z	d
m	p	q	n	q	s	o	n	d	w	e
p	v	u	m	c	z	i	d	d	e	o
e	b	b	k	u	v	i	a	e	o	w
t	m	j	u	n	i	o	r	e	r	y
i	k	b	o	c	b	o	s	t	o	b
t	p	i	o	v	f	b	f	w	q	e
i	o	f	e	m	a	l	e	u	r	e
o	p	b	m	i	l	u	n	g	s	p
n	x	u	i	n	e	w	e	l	p	e
p	h	q	s	e	n	i	o	r	t	y

2 Complete the sentences using the past simple of the verbs in brackets or the correct form of ***used to***.

1 My uncle used to be (be) a firefighter, but now he is a police officer.
2 Last year, I .... (go) to Cairo and .... (visit) a fantastic museum.
3 Dina .... (not / give) money to a charity, but now she does.
4 .... Hossam Hassan .... (be) captain of the Egyptian Football team?
5 .... you .... (see) the film about the earthquake on TV last night?
6 Nour El Sherbini .... (win) the World Squash Championship in 2020.

3 Write four sentences about yourself using ***used to / didn't use to***.

1 I used to play basketball, but I don't now.
2 ....
3 ....
4 ....

I used to play basketball, but I don't now.

I didn't use to get up early when I was young.

4 Work in pairs. Read your sentences from Exercise 3. Ask your partner for more information.

Project

Make a poster about modern heroes.

1 Work in small groups. Think of some adjectives to describe a modern hero.
2 Think of some examples of modern heroes. You could use your ideas from Lesson 6. Why do you think they are heroes?
3 Make a poster about your modern heroes. Give your ideas and some examples.
4 Show your poster to the class. Did you have similar ideas?



For more practice, go to the Ministry of Education website.



Lesson 1



Listening

1 Complete the questions with the correct question word.

How	What	What time
~~Where~~	Who	Why

1 ...Where... did you live when you were a child?
2 .... did you live with?
3 .... did you usually get up?
4 .... did you get up so early?
5 .... did you go to school?
6 .... subjects did you like at school?

2 Listen to Dalia talking to her father. Check your answers to Exercise 1.

3 Listen again and complete the answers to the questions in Exercise 1.

1 He lived in a ...village... near Luxor.
2 He lived with his parents, sisters and ....
3 On a school day, he got up at .... am.
4 Because he lived far away from his ....
5 He went on his ....
6 He liked .... the best.

Speaking

4 Work in pairs.

Look carefully at pictures A and B. Then ask and answer questions about your pictures to find eight differences between them.



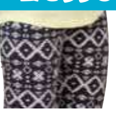




What is the girl doing in your picture?

She is sitting happily on the bed and talking on the phone.





Reading

1 Read the interview with a scientist in Antarctica and choose the correct words.

Life in Antarctica

a ☐ I [1] ~~used~~ **used / use** to work as a scientist at a university. Then I saw a job advertisement for scientists to work in Antarctica for a year and I [2] **am thinking / thought** it looked interesting.

b ☐ Some things [3] **is / are** the same as home! We usually [4] **get up / got up** at about 7 am. We have breakfast and [5] **did / do** some exercise. Then we start work at 9 am and [6] **finished / finish** at 5 pm. We eat dinner together and then watch TV, play some games or read.

c ☐ At the moment it [7] **is / is being** winter so it is dark all day and night! The weather is very cold and windy. Only 20 people [8] **worked / are working** here now. I miss my friends and family, but it is an amazing experience!



2 Read the text again and match the questions 1–3 to the answers a–c.

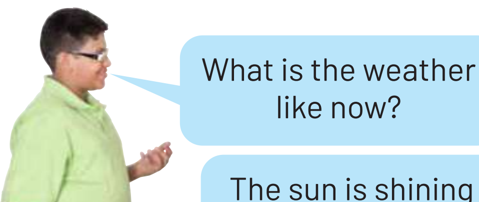
1. What is daily life like in Antarctica?
2. What is different about life in Antarctica?
3. Why did you come to work in Antarctica?

3 Work in pairs. Would you like to live in Antarctica? Why?

Speaking

4 Use the words to make questions. Then ask and answer the questions in pairs.

1. What / the weather like / now?
2. What / you / looking forward to?
3. How often / exercise?
4. What time / go to sleep?
5. What / do last night?
6. What / eat / for dinner yesterday?





Writing

5 Write a reply to this email from a penfriend in Canada.



New message

Hi!

How are you? I wanted your help with something. My homework is to write about life for children around the world. I have some questions about life in Egypt when you were a little child. What games did you use to play? What did your favourite toy use to be? What did you use to eat?

I hope you can answer the questions for me.

Write soon!

Max

SEND



For more practice, go to the Ministry of Education website.

Unit 4

Lesson 1

Into the past

Reading: Reviews of historic places in Egypt; a student's account of Jerash; information about a museum; a text about ancient objects; a text about the Stone Circles of Senegambia

Writing: A paragraph describing a historic place; a report about a historic site

Listening: A talk about a school trip; a talk about a historic place; an account of a trip to a museum; a class debate

Speaking: Describing a historic place; a telephone call asking for information; a debate about the effects of tourism

Language: Past continuous

Life Skills: Self-management; Critical thinking

Values: Coexistence values; Responsible behaviour

Issues: Environmental and developmental issues

Discuss

Which of these places do you know? Which places would you like to visit?



Cairo, Egypt


Leptis Magna, Libya

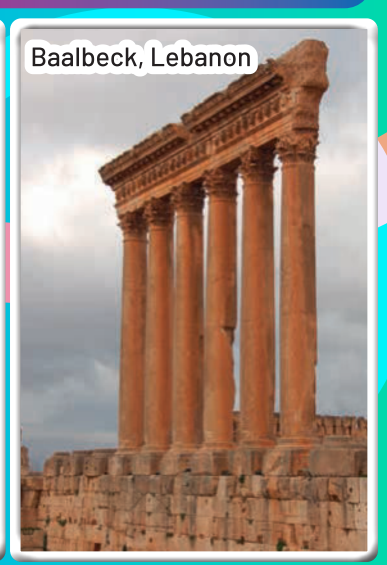

Djenne, Mali

Find

Look through the unit. Where are the Stone Circles?


Giza, Egypt


Djemila, Algeria


Baalbeck, Lebanon

Research

Find out some facts about the history of Elephantine Island in Aswan.

Vocabulary

1 Work in pairs. What do you think these words mean? Find them in the photos on page 34.

arch castle mosque museum pyramid ruins stadium statue temple theatre



Listening

2 Listen to the teacher. What is she telling the class about?

a a holiday **b** a school trip **c** a school project

3 Listen again and complete the table.



Students must	Students mustn't
arrive at school on time	....
....	....
....	....
....	
....	

Language

4 Complete the rules with *must* or *mustn't*.



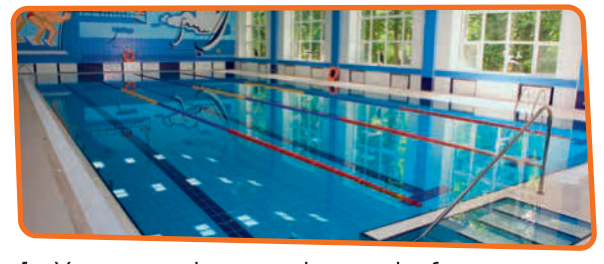
1 You mustn't eat or drink. You .... be quiet.



2 You .... listen to the teacher. You .... be noisy in class.



3 You .... touch the stones. You .... put your rubbish in the bin.



4 You .... have a shower before you swim. You .... run near the pool.

Speaking

In a museum, you mustn't touch the objects.

5 Work in pairs. Think of another place. Say the rules.



For more practice, go to the Ministry of Education website.

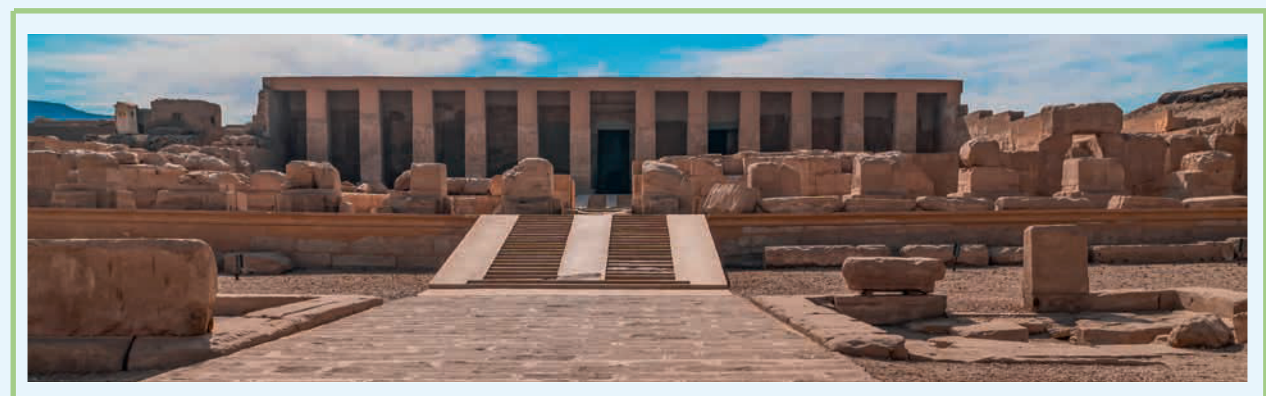




4 Lesson 2

Reading

1 Read the reviews and answer the questions.



An amazing day out! ★★★★★

I visited Abydos last week with my cousins. There's so much to see: temples, amazing art and ruins in the desert. I'm not usually very interested in history, but this place is **awesome**! It is really amazing!

Maged, ***Cairo***

Get a guide ★★★★

The ruins at the Karnak Temple were amazing and we really enjoyed our visit! It's a big place, so you need a few hours to walk around it. It's also a good idea to get a guide to tell you all about the history.

Laila, ***Assiut***

Go back to Roman times! ★★★★★

I visited the Roman theatre in Alexandria with my cousins last week. It is easy to imagine what life in Roman times was like here. There are also statues and the ruins of a temple in the museum there. It was great fun.

Samir, ***Giza***

Which person ...

1 visited a museum? Samir

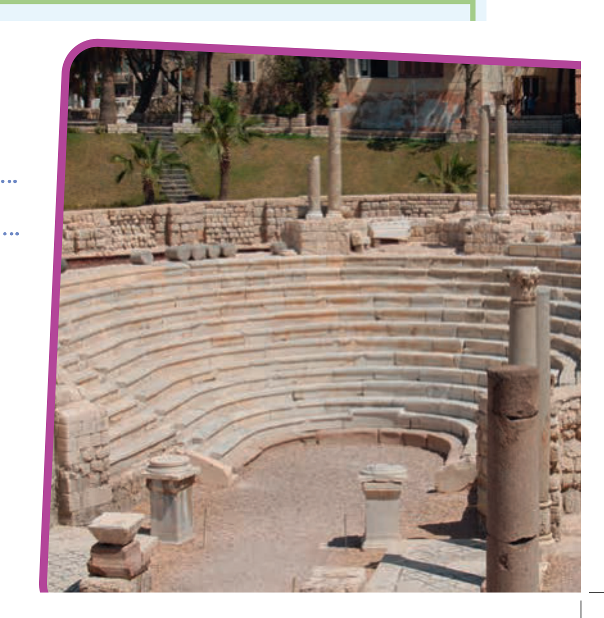
2 thinks you need a few hours to see everything? ....

3 does not usually like learning about old places? ....

4 says you should ask someone to explain things about the place? ....

5 thinks the ruins here are really good? ....

6 visited Abydos with his family? ....



2 Look at the photos. What do you think people did in Jerash 2,000 years ago?









3 Read about Jerash and match the photos A-D to the paragraphs 1–4.

The City of Jerash By Azza

Jerash is a Roman city in Jordan. It is more than 2,000 years old!

1 [B] When you go there, the first thing you see is the entrance to the city. The arch is very tall. You must buy a ticket before you go in.

2 [ ] The Romans enjoyed watching sport. This stadium is for Roman horse races. You can watch races there today.

3 [ ] Jerash has three Roman theatres. The biggest theatre is the South Theatre. Five thousand people can sit here.

4 [ ] This temple is on a hill. There is an amazing view of the city from here.

I think it is important to learn about **historic** places around the world. We must protect them so that people can visit in the future, too.

4 Read the text again and answer the questions.

1 What do you think *historic* means?
Historic means important in history.
2 How old is the city of Jerash? ....
3 What did people watch at the stadium? ....
4 How many people can sit in the theatre? ....
5 What can you see from the temple? ....
6 Why does Azza think it is important to protect historic places? ....

Values

1 What can we learn from historic places?
2 Why is it important to learn about the history of other countries?
3 How should you behave when you visit historic places in other countries?

Speaking

5 Work in pairs. Tell your partner about a historic place you visited. You can use some of these adjectives.

amazing ancient awesome historic interesting

The pyramids of Dahshur are awesome! I went there with my family last year and we loved it.

Writing

6 Write a short description of the place you talked about in Exercise 5.





For more practice, go to the Ministry of Education website.



Lesson 3



Speaking

1 Look at the information below. Where is it from?

a a web page **b** a magazine **c** a book



Museum of Egypt

Plan your visit | What's on | Objects | For schools

1 tool
2 vase
3 pot
4 bowl
5 papyrus
6 mask
7 figure
8 ring
9 necklace
10 coin

Open every day!

Opening times	Monday to Thursday	9 am – 5 pm
	Friday	10 pm – 3 pm
Ticket prices	Egyptians LE 60	
	Non-Egyptians LE 200	

Buy tickets online or at the museum.

2 Work in pairs and have a role-play. Take turns to be A and B.

Student A: You want to visit the museum on Friday afternoon with your parents. Phone the museum to find out:

- What time you can go
- Where you can buy tickets
- How much it will cost
- Some of the things you can see there

Student B: You work in the museum. Answer the phone and use the information on the web page to answer Student A's questions.

Remember!

Asking for information on the telephone

How can I help you?

Hello, can you tell me ...?

Certainly./Of course. It's ...

I'd like to know what time ...

Can I buy ...?

Thank you for your help.



Can you tell me the price of a ticket, please?

Is that for adults or children?



Listening

3 Listen to Ahmed's talk about a museum visit. What did he leave at the museum?

Language

4 Listen again and complete the sentences.

1 While we were waiting to go into the museum, I *saw* my friend Amir.

2 As my parents .... the tickets, Amir and I decided what we wanted to see first.

3 While we were looking around the museum, Amir and I .... some tall doors with amazing designs on them.

4 I .... my bag on the floor while I was taking a photo.

5 As we .... home, Amir phoned me.

I was / We were doing ...

Use ***I was / We were doing*** something to talk about actions that happened over a period of time in the past.

He	**was reading**	all morning.
They	**were travelling**	for a long time.

- Use ***As / While*** before the longer actions.
  As we ***were walking*** into the museum, we ***saw*** some huge statues.
- Use ***When*** before shorter actions.
  We ***were looking*** around the museum ***when*** Amir ***found*** some tall doors.

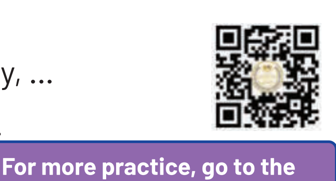
Speaking

5 Work in pairs. Take turns to complete the sentences.

1 As I was reading my book, ...
2 As the teacher was talking, ...
3 I was watching a TV programme when ...
4 When I started to play, ...
5 The doorbell rang just as ...
6 When I returned home yesterday, ...
7 As I was doing my homework, ...

As I was reading my book, the phone rang.





For more practice, go to the Ministry of Education website.



Lesson 4 Culture

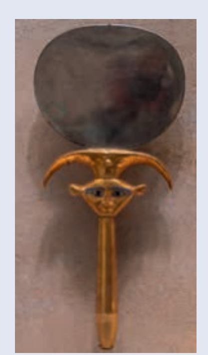
Reading

1 Read about objects in Ancient Egypt. Why did people draw squares on the floor?



Objects from Egypt's past

Objects from the past can help us to understand what life was like many years ago. They can also show us that we use many of the same objects today!



In Ancient Egypt, many people used mirrors to help them paint around their eyes. This was not just to make them look good: the paint helped to protect their eyes from the sun and kept away insects. The mirrors were metal and had interesting **designs**. Where do you have mirrors in your home?

The Ancient Egyptians used pots and bowls for making food such as bread. These objects were made of **clay**, which came from the River Nile. While some people were mixing ingredients for bread in bowls, other people used large stones to mix the ingredients in a bowl.How do we make bread today?

Ancient Egyptians liked playing games like **senet**. Senet boxes have 30 squares. This box is made of wood and is about 3,500 years old. Some people did not have senet boxes, but they still played the game. They drew the squares on the floor. What games are popular in Egypt today?



2 Read the text again and correct the mistakes in these sentences.

1 People used mirrors to help them paint ~~their feet.~~ around their eyes.

2 The paint protected people's eyes from the wind. ....

3 People made pots with clay from the sea. ....

4 People mixed the ingredients in big pots. ....

5 Senet boxes have 13 squares. ....

3 Read the text again and complete the table.

Object	What is it made of?	What was it for?	Do people use this today?
mirror	metal	helping to paint around their eyes	
bowl			
senet box			

Speaking

4 Ask and answer the questions in the text in pairs.

Where do you have mirrors in your home?

We have one in the bathroom.



For more practice, go to the Ministry of Education website.



Listening

1 Listen to Amira and Hana having a class debate. Who thinks tourism is good for historic places? Who thinks it is bad?

2 Listen again and complete the conversation with these phrases.

I don't agree	I don't think so	~~I think it is~~	I see what you mean	Maybe

Amira: What do you think, Hana? Is tourism good for historic places?

Hana: Yes, 1 I think it is. Tourists bring money to an area. This helps the local people.

Amira: 2 .... A lot of the money goes to big companies, not local people.

Hana: 3 ...., but some holiday companies help the environment and the local people.

Amira: 4 .... that tourism helps the environment. Tourists drop rubbish and **damage** places in other ways, like sitting on ancient ruins.

Hana: 5 ...., but most tourists behave well. They know it's important to protect historic places.



3 Read the conversation again and complete the table. Can you add your own ideas?

Is tourism good for historic places?	
Yes	No
It brings money to an area.	....
....	....
....	....

Life Skills

It is important to protect all parts of the environment.

1 How can we help to protect historic places?

2 How can we protect the environment when we travel?

3 What can big companies do to protect the environment?

Speaking

4 Work in pairs. Discuss.

Do you think tourism is good or bad for historic places? Why?



What do you think, Abbas? Is tourism good for historic places?

I don't think so. Tourists often travel by car. This makes more pollution.



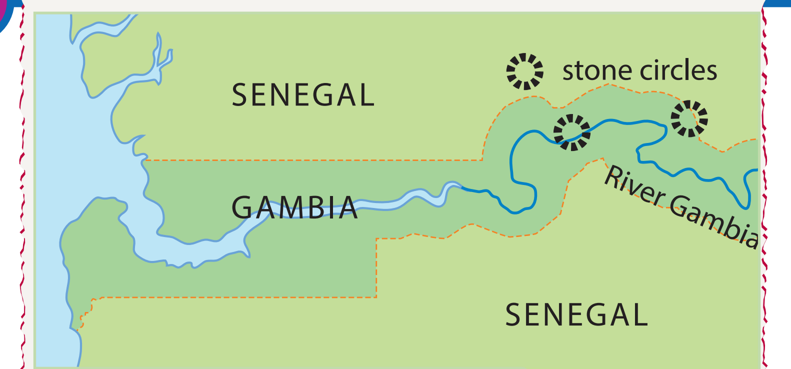


For more practice, go to the Ministry of Education website.



Lesson 6

Report on the Stone Circles of Senegambia



Map of the stone circles of Senegambia

Reading

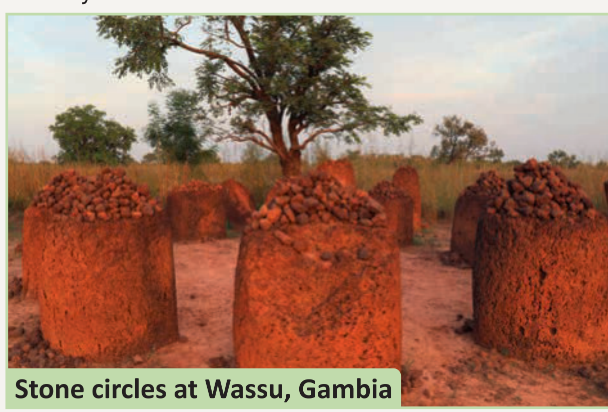
1 Read the report and look at the photos. Where are the stone circles and what do you think they can tell us?

Where are the stone circles?

- There are more than 1,000 Stone Circles of Senegambia. They follow the River Gambia for 350 kilometres across two countries: Senegal and Gambia.

Why are the stone circles important?

- The stone circles are very important to the history of Senegal and Gambia. They tell us about the people who made them and how they lived.


Stone circles at Wassu, Gambia


Stone circles at Sine Ngayene, Senegal

How old are the stone circles?

- The oldest stone circles are around 2,300 years old and the youngest are around 500 years old. This means that people were building the circles for more than 1,800 years.

Can tourists visit them?

- Tourists can visit them, but they must not damage them. Money from tourism helps to pay for local people to look after the stones. It is important to protect the stones.

2 Read the report again and answer the questions.

1. How many stone circles are there? There are more than 1,000.
2. How old are the oldest stone circles? ....
3. How long were people making the stone circles? ....
4. What does the money from tourism help the local people to do? ....

3 Write a report of the place you researched in Lesson 1.

Include the following information:

- What and where is the historic place?
- Why is it important?
- How old is it?
- What are people doing to protect it?

Writing tip

When you write a report:

- include subheadings for each paragraph
- label maps, pictures, photos and diagrams
- use a bullet point (•) for each fact

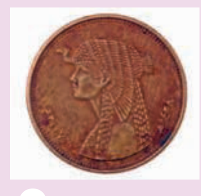
For more practice, go to the Ministry of Education website.

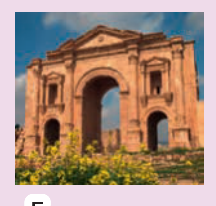


Review

1 Match the objects with the photos.

arch coin mask ruins tool ~~vase~~


1 vase 2 .... 3 .... 4 .... 5 .... 6 ....

2 Rewrite these rules for visiting a castle using *must* or *mustn't*.

1 Buy your ticket before you enter.
You must buy your ticket before you enter.

2 Don't eat inside the castle. ....

3 Leave large bags at the ticket office. ....

4 Take your rubbish home. ....

5 Don't climb on the walls: it's dangerous! ....

6 Walk carefully and follow the signs. ....



3 Play a game. Choose two numbers between one and six and make sentences with ***As/While***.

	Past continuous	Past simple
1	watch / TV	I / see my friend
2	read / book	my friend / phone me
3	walk / to school	it / start to rain

	Past continuous	Past simple
4	play / on the computer	I / lose my keys
5	do / homework	I / drop my pencil
6	visit / museum	I / find out / interesting fact

Four and six. While I was playing on the computer, I found out an interesting fact.

For more practice, go to the Ministry of Education website.



Lesson 1

Helping you, helping me

Reading: An article about kindness; blogs about volunteering for charities; *A Little Princess*; a news report about a charity; a blog about a project

Writing: A blog post on how to help your community

Listening: Conversations about jobs in the house; descriptions of photos; stories about people who helped; people making suggestions

Speaking: A discussion about jobs in the house; discussing random acts of kindness; making suggestions

Language: *who, which, that, where*

Life Skills: Participation; Collaboration

Values: Coexistence values; Sharing; Random acts of kindness

Issues: Community participation

Discuss

Can you match the jobs in the house with the photos?

cooking	☐	taking out the rubbish	☐
looking after my brother	☐	tidying up	1
putting away my clothes	☐	washing up	☐

1


2


3

Find

Look through the unit. Who helps animals?


4


5


6



Research

How many people in the class do all of the jobs in the photos every week?

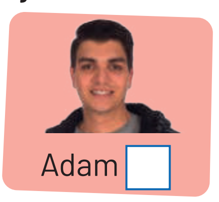


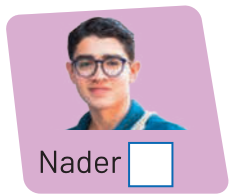
Listening

1 Listen to four teenagers doing the jobs on page 44. What do they do to help in the house? Listen and match the names with the jobs.


Hala 1 6


Munir


Adam


Nader

2 Listen again and circle the correct answer.

1 Hala is a **messy / tidy** person and there are often things on her bed.

2 Munir washes up after **breakfast / dinner** on Mondays and Wednesdays.

3 Adam takes out the rubbish **every day / when the bins are full**.

4 Adam takes the **lift / stairs** to go down to the street.

5 Nader helps his brother **do his homework / get his schoolbag ready**.

3 Choose the correct answer.

1 Hala has to put away her .... once a week.
a clothes **b** toys **c** books

2 Adam doesn't have to take out the .... every day.
a snacks **b** rubbish bins **c** washing

3 Nader and his brother have to get ready for ....
a games **b** homework **c** school

Language

4 Complete the sentences with the correct form of *have to*.

1 It's a holiday today. We don't have to go to school.

2 My father .... get up at six o'clock every day to go to work.

3 When you get on the bus, you .... buy a ticket.

4 At the weekends, I .... get up early; I can stay in bed until 9 o'clock.

Speaking

5 Make questions with *have to*. Then ask and answer the questions in pairs.

1 have to / walk / school?

2 What sort of jobs / you / have to / do at home?

3 your best friend / have to / walk to school?



For more practice, go to the Ministry of Education website.

5 Lesson 2

Speaking

1 Work in pairs. What is happening in each photo? What problem does each person have?







Listening

2 Listen to two people talking about the photos. Do they have the same ideas as you?

3 Match to make sentences. Listen again to check your answers.

1 [c] The other students shouldn't forget
2 [ ] They should try
3 [ ] They should look
4 [ ] Someone should run
5 [ ] Someone in her family
6 [ ] She shouldn't

a should make her a cup of tea.
b carry all those things.
c how it feels when you start school.
d to make friends with her.
e after him and give the bag back.
f inside the bag to find his name and address.

Language

4 Work in pairs. What *should* or *shouldn't* you do or say in these situations?

1 You find a bag with money in it on the floor of a shop.
2 You remember that it is your friend's birthday today.
3 You don't understand the lesson.
4 There is an important test tomorrow, but your brother wants to play video games.
5 You feel ill in the class.

Remember!

should = it's a good idea to do this.
shouldn't = it's not a good idea to do this.





Reading

5 Read the article. What happens on Random Acts of Kindness Day?

Random acts of kindness

In 1982, some friends were in a restaurant in California, USA. They wanted to make the world better. One of the friends, Anne Herbert, wrote down her idea: *Practise **random acts of kindness***. A random act of kindness is a kind thing that you do for someone, for no reason. You can do random acts of kindness for the people you know: for example, buy flowers for your mother. You can also be kind to **strangers**: for example, give your seat to someone on a bus. Now, February 17th is Random Acts of Kindness Day. All over the world, people do kind things for the day: not because they have to, but because they want to see a **smile** on a person's face. Isn't that a **fantastic** idea?



6 Look at the words in bold in the article. Match the words and the definitions.

1 when you do things to help others and show that you care about them kindness
2 people you don't know ....
3 very good ....
4 happening without a plan ....
5 the shape of your mouth that shows you are happy ....

7 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 The idea for random acts of kindness comes from America. T
2 A group of friends had the idea together. ....
3 You have to have a good reason to do a random act of kindness. ....
4 We can only do random acts of kindness for strangers. ....
5 On Random Acts of Kindness Day, people have to do kind things. ....

Speaking

8 Ask and answer the questions in pairs.

1 Do you think people should always do random acts of kindness? Why?
2 What would you like to do on Random Acts of Kindness Day?

Project

1 Try to do random acts of kindness for three days, at home and at school.
2 Take notes about what you do and how people feel. You will need these notes later in the unit.

For more practice, go to the Ministry of Education website.

5 Lesson 3

Speaking

1 Work in pairs. Look at the photos. Can you guess how these people helped Amal?

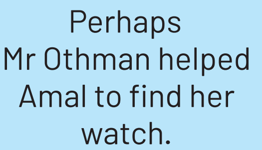
Amal


Mr Othman




Aunt Dalia


Rana











Listening

2 Listen to Amal, check your answers to Exercise 1 and complete the sentences.

1 Mr Othman is Amal's neighbour. He helped her to pass her maths exam.

2 Amal's Aunt Dalia .... Amal some ....

3 Amal's little cousin Rana .... her ....

Language

3 Complete the sentences with the phrases in the box. Listen again to check your answers.

~~books which~~	person who	place where	trainers that	watch that

1 The books which he used to help me were his old school books.

2 My aunt Dalia is a .... is always very kind to me.

3 She bought me the .... I wore when I played in the school volleyball team.

4 It was the .... my father gave me for my birthday.

5 The .... I lost my watch was the garden.

who, which, that, where

- Use *who*, *which*, *that* and *where* to help identify a person, thing or place. Use **who / that** for people, **which / that** for things and **where** for places.
- Mr Zaki is the teacher **who** helped me the most when I started at this school.

  The present **that / which** I bought for my grandmother is in my bag.
- Alexandria is the city **where** both my big sisters are studying.





4 Complete the phrases with *who*, *which / that* or *where*.

1 I saw Ahmed in the park where we often play football.
2 Mr Sabri's the teacher .... taught my sister.
3 The café .... I meet my friends sells delicious ice-cream.
4 You left the bag .... you bought at the weekend at my house!
5 The boy .... was my best friend at school moved to a different city.
6 I gave the shoes .... are too small for me to my cousin.

Reading

5 Ask and answer the questions in pairs.

1 What charities do you know?
2 Who or what do they help? How do they do this?

6 Read these extracts from the blogs of three teenagers and complete the sentences.

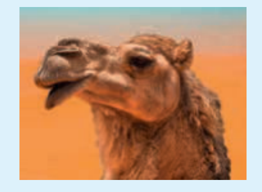
1 Samir helps to clean beaches and picks up rubbish.
2 Fatma visits an old lady who is .... and she loves .... to her.
3 People .... money to the charity and Ahmed helps to .... the animals.



I work as a **volunteer** for a charity which helps to clean our local beach. At the weekend, we go to the beach and **pick up** the rubbish that people left behind. We always pick up lots of plastic bottles!
Samir



It is good to help people in the **community**. I visit a home for old people who are **disabled** so it's difficult for their families to look after them. I go there after school on Thursdays. The volunteers have a special person who we visit and talk to. The woman who I visit is called Mrs Nahla. She worked as a nurse when she was young and she is a fantastic person. I love talking to her.
Fatma



I work for a charity which looks after animals that are old or sick and cannot work any more. People **donate** money to the charity to buy food for the animals such as horses and camels. We help to feed the animals and look after them. This camel is very old and she is my favourite animal.
Ahmed

Speaking

7 Which charity work would you like to do? Why?



People who are volunteers for a charity help their communities. What are some other ways we can help in the community?



For more practice, go to the Ministry of Education website.

5

Lesson 4

Reading

1 **Ask and answer the questions in pairs.**

1. This is a picture from a story called *A Little Princess*. What do you think is happening?
2. Which person do you think is a princess?
3. How does the girl sitting in the street feel?
4. What do you think happens next?



A Little Princess
by Frances Hodgson Burnett

Everyone at Sara Crewe's **boarding school** calls her 'a little **princess**' because her father is very rich. After Sara's father dies, the headteacher, Miss Minchin, starts being **cruel** to Sara because she has no money. She makes Sara work as a **servant**. Sara has to work very hard and does not get much food. However, Sara decides to **behave** like a real princess, so she is always kind and polite to everyone.

One day, Sara finds a coin in the street. She can't find the **owner**. She goes to the baker's to buy some cakes. When she comes out, she sees a **beggar** and gives the girl most of her cakes. Sara can see that this girl is cold and hungry. Sara thinks that a real princess should always be kind and generous like this. When the baker sees this, she is surprised. "This girl is very strange. She is very poor but she is kind to beggars," she thinks.

2 **Read part of *A Little Princess* and check your answers to Exercise 1.**

3 **Look at the words in bold in the text. Match the words and the definitions.**

1. not kind cruel
2. a school where the students live all the time ....
3. act or do something in a certain way ....
4. a poor person who asks others for money, etc. ....
5. a person who works in a house, cooking, cleaning, etc. ....

4 **Read the story again and answer the questions.**

1. When does Sara become a servant? ....
2. Why is Sara kind and polite to everyone? ....
3. Why is Miss Minchin cruel to Sara? ....
4. Why does the baker think that Sara is strange? ....

5 **Work in groups of four and role-play the story.**

1. Research what happens at the end of the story, then choose a role to play (Sara, Miss Minchin, the beggar girl, the baker).
2. Act out the story, with the ending, in front of the class.

For more practice, go to the Ministry of Education website.



Lesson 5

5

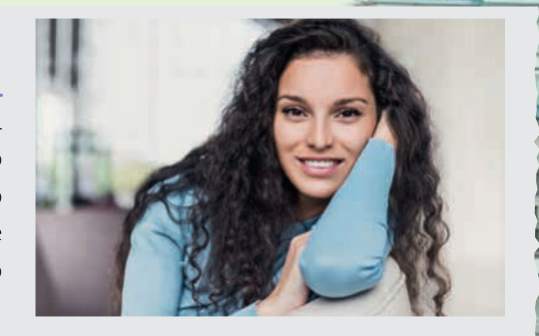
Reading

1 Read and complete the newspaper article about another kind person.

all	~~donated~~	million	share

Large charity donation

Fareeda Rashwan, age 32, has [1] donated two [2] .... pounds to charities in the city. The businesswoman says that she wants the charities to use the money to help people who need it. The charities can decide to [3] .... the money between them or give [4] .... the money to one charity. The important thing is to help as many people as possible.



2 Read the article again answer the questions.

1 Why is Fareeda giving away money?

2 What can the charities do with the money?



Listening

3 Listen to Leila and Amal talking about the article and answer the questions.

1 Which charities does Amal think they should help at first?

2 What do they agree the charities should do?

4 Listen again and put these expressions in the order that you hear them.

- [ ] OK, but which charity then?
- [1] I think that the charities should share the money.
- [ ] I'm not sure, Amal. I think it would be better if ...
- [ ] I see what you mean.
- [ ] I agree that it's very important to ..., but I also think it's important to ...

Speaking

5 Work in groups of three.

1 Choose a charity that you think the money should go to. It can be any charity from the book or that you know.

2 Think of three reasons why this charity should get the money and how they could use the money.

3 Discuss your ideas with another group. Use the expressions in Exercise 4 to make suggestions and agree or disagree.

4 Make a final decision as a group.





For more practice, go to the Ministry of Education website.





Reading

1 Read Hassan's blog and answer the questions.

HASSAN'S BLOG

Random Acts of Kindness Project

Our class decided to try to do one act of kindness every day for three days. This is what I did.

First, on Monday, I bought my grandmother some of her favourite cakes at the baker's on the way home from school. She was surprised, but very happy! After that, on Tuesday, I let some younger students go into the canteen in front of me. Finally, on Wednesday, I took a sandwich and a cold drink to the old man who often sits on our street corner. He gave me a big smile. In my opinion, doing random acts of kindness is fantastic. I don't want to stop!

1. How much time did Hassan's class spend on this project? three days
2. What kind thing did Hassan do for somebody in his family? ....
3. What did he do for a stranger? ....
4. Which other people did he help? ....
5. What does he think about the project? ....

2 Read the blog again and complete the following information.

1. Expressions for putting things in order: first , ..., ..., ..., ..., ...
2. Words to talk about what people felt or did: happy , ..., gave me a ...., ..., ...
3. Expressions to give your opinion: in ...., ..., ...

Now add these words and expressions to the correct groups.

I feel that	I think that	next	pleased	secondly	then

Writing

3 Write a blog post about the Random Acts of Kindness project.

1. Look at your notes about the project you completed in Lesson 2.
2. Use your notes to write a blog. Begin like this:
   Our class decided to do one act of kindness every day for three days. This is what I did.
3. Say what you did each day and what the other person did and felt.
4. Say what you think about the project. Use some of the expressions from Exercise 2.

Writing tip!

Remember to use exclamation marks (!) to show exciting, unusual or surprising events: I did not want it to stop!

For more practice, go to the Ministry of Education website.



Review

1 Complete the text with the words in the box.

bins	community	donate	~~messy~~	put away	take out	tidy up

I share a bedroom with my sister and we are sometimes quite [1] messy, so we usually [2] ……… every evening before we go to bed. We [3] ……… all our clothes and books. Twice a week, my brother and I [4] ……… the rubbish. We do it together because the [5] ……… are quite heavy. My parents [6] ……… money to a charity which helps a local school for disabled people. We think it is important to help people in the [7] ……… .

2 Complete the dialogue with the correct form of *have to.*

Nasser: [1] Do you have to study this evening, Omar?
Omar: Yes, I [2] ……… . I have a geography test tomorrow.
Nasser: What about your brother? [3] ……… he ……… study, too?
Omar: No, he [4] ………, but he [5] ……… tidy up his bedroom: it's really messy!
Nasser: It's nearly the end of break. Where [6] ……… we ……… go for the next lesson?
Omar: The laboratory! We've got science.

3 Reorder the words to make questions. Then ask and answer the questions in pairs.

1 all day / Why / watch TV / shouldn't I / ?
2 should I / to get better/ do / at English / What / ?
3 eat / What / to be healthy / shouldn't you / if you want / ?
4 do / should I / What / kindness / random act of / next week / ?

Why shouldn't I watch TV all day?

Because you shouldn't watch too much TV.

4 Choose *who*, *which*, *that* or *where*, then complete the sentences with a phrase from the box. You do not need two of the phrases.

~~always has a smile on her face~~	bought at the weekend	is very soft
I find interesting, but difficult	my grandmother was born	we went swimming last week

1 My sister is a happy person **who / where / which** always has a smile on her face.
2 That is the house **which / where / who** ……………………………… .
3 History is a subject **which / what / who** ……………………………… .
4 Let's go back to the beach **where / who / that** ………………………………

5 Write in your notebook about a time when you helped someone or did something for a charity in your notebook.

1 What did you do?
2 When did you do it?
3 What happened?
4 How did you feel?



For more practice, go to the Ministry of Education website.

Unit 6

Lesson 1

Different environments

Reading: A presentation about climate change graphs; city profiles; a newspaper report

Writing: A profile about where you live; a paragraph on how to use less water; a short report for a school newspaper; a presentation about the climate

Listening: Radio news reports; a podcast about tourism

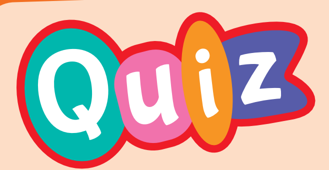
Speaking: Solving environmental problems; Suggesting solutions to a problem

Language: *(not) as* + adjective + *as*; Present simple passive

Life Skills: Negotiating; Problem-solving

Values: Coexistence values

Issues: Environmental and developmental issues



Find these things in the photos. Who can finish first?

air pollution drought flood rubbish water pollution

1



2



3





Find

Look through the unit. What is happening to Mount Kilimanjaro?

4



5



Research

Find one way in which people in Egypt are trying to help the environment.

Listening

1 Listen to two reports on a radio news programme for students. Which of the photos on page 54 are they talking about?

2 Listen again and circle the correct words.

1 The volunteers are finding **more / less** rubbish than before.
2 They want the **schools / people who live in the city** to help.
3 Alexandria has new electric **trains / buses**.
4 People hope there will be less **air / water** pollution in the city.

Language

3 Complete the sentences with the adjectives in the box to make comparatives.

clean comfortable green ~~polluted~~

1 The canal is more polluted than it was before.
2 The volunteers want to make the canal ....
3 The electric buses in Alexandria cause less air pollution so they are .... than the old buses.
4 People think that the seats on the new buses are .... than the old buses.



Remember

Short adjectives		Long adjectives	
quiet	quiet**er**	careful	**more** careful
hot	hott**er**	beautiful	**more** beautiful
dry	dr**ier**	relaxing	**more** relaxing
bad	**worse**	comfortable	**more** comfortable

May was dry last year, but June was dr**ier**.
Is today hott**er** than yesterday?
This book is bad, but the other book is **worse**.
Watching sport is **more** relaxing than playing sport.

Remember

green = good for the environment
Taking the train is greener than driving.

Speaking

4 Work in pairs and compare the following. Use the adjectives in the box or your own ideas.

attractive comfortable green large noisy relaxing

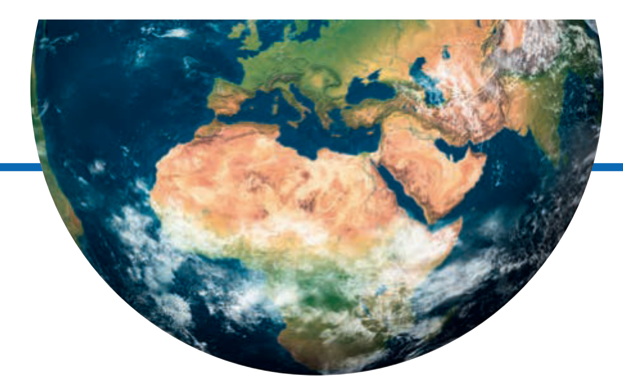
1 bikes / cars
2 the city / the countryside
3 Africa / Europe
4 reading / watching TV

Bikes are greener than cars.

Yes, but cars are more comfortable than bikes!

For more practice, go to the Ministry of Education website.

6 Lesson 2



Reading

1 Work in pairs. What do you know about climate change? How is it changing the planet?

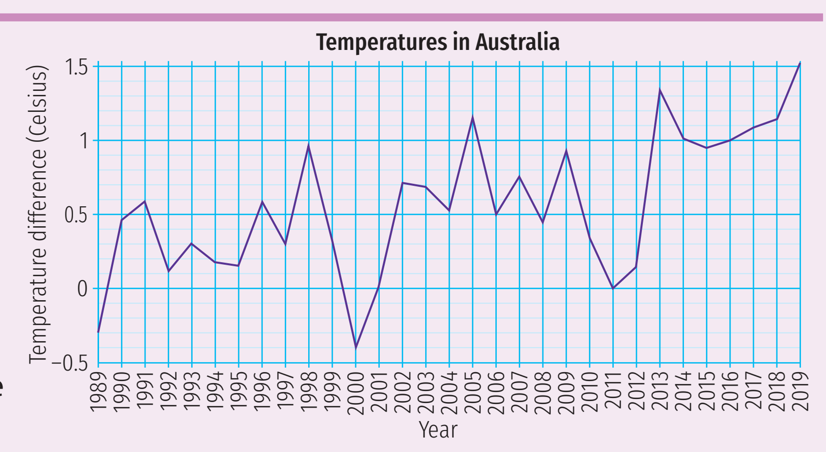
2 Read the presentation. Does it talk about the problems you discussed in Exercise 1?

A changing world

Today's presentation is about climate change. This means our planet is changing. Here are two places that are different now.

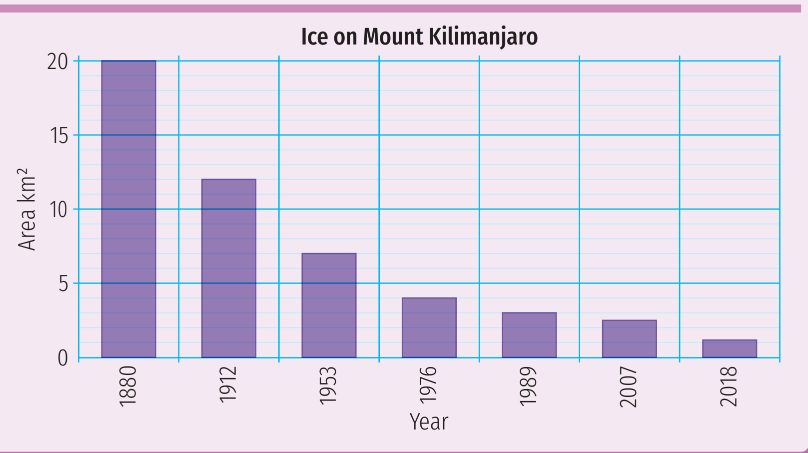
Australia

In this **line graph**, the **x-axis** shows the year and the **y-axis** shows the change in temperature. You can see that the climate in Australia is becoming hotter and drier. More droughts mean worse fires than ever before. Climate change means Australia is a more dangerous place to live.



Mount Kilimanjaro

This **bar chart** shows that warmer and drier weather is **melting** the ice on top of Africa's highest mountain, Mount Kilimanjaro. You can see that the area of ice is much smaller than 140 years ago. The good news is that the ice is not melting as fast as before. However, the ice is continuing to get smaller.



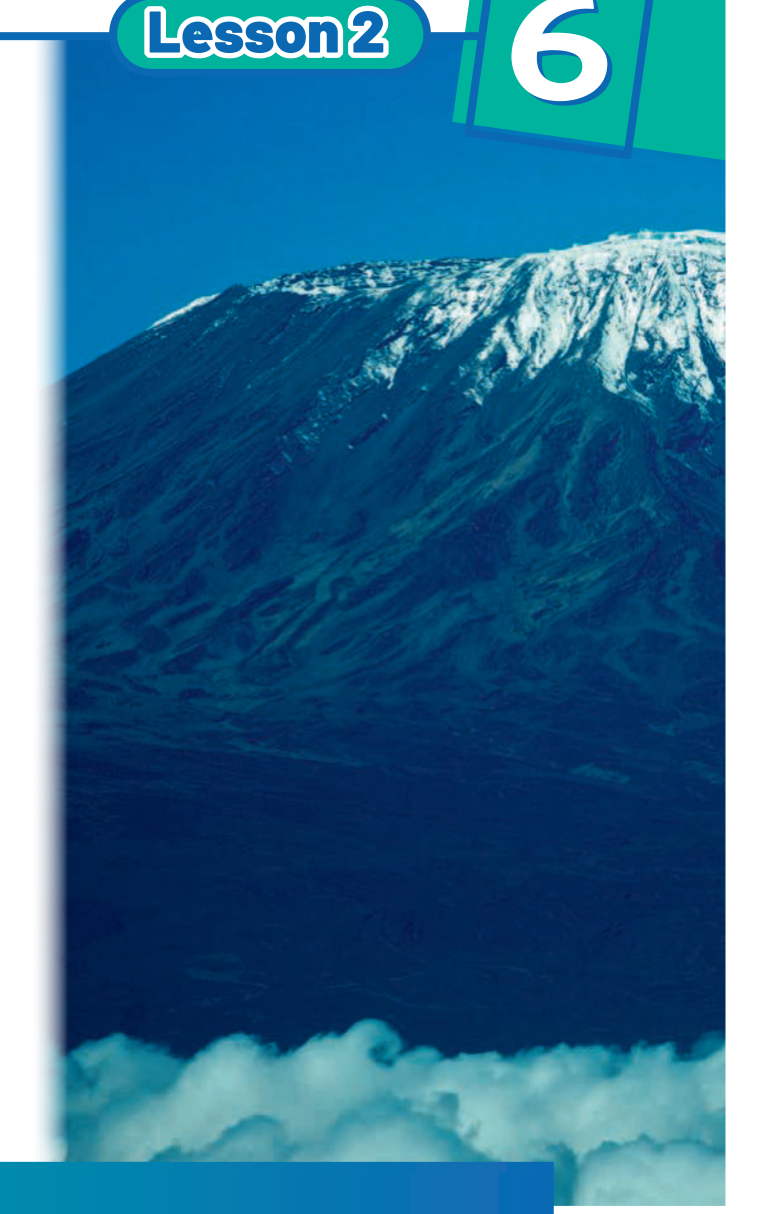
3 Read the presentation and look at the graphs again. Are these sentences true (T) or false (F)? Correct the false sentences.

1. 2010 was the hottest year in Australia. (F) It was 2019.
2. Drier weather causes bad fires in Australia. ....
3. Climate change means fewer people live in Australia. ....
4. There is less rain around Mount Kilimanjaro than before. ....
5. One hundred and forty years ago, there was more ice on the mountain. ....
6. The ice on Mount Kilimanjaro is melting faster these days. ....

Language

4 **Complete the sentences with *as … as …* and the words in brackets.**

1. Mount Kenya is not as high as (not / high) Mount Kilimanjaro.
2. I think that air pollution is ………… (serious) water pollution.
3. Europe is ………… (not / dry) Australia.
4. The pollution in the countryside is ………… (not / bad) the pollution in cities.
5. Recycling is ………… (important) using less electricity for the environment.



(not) as + adjective + *as*

- Use **as … as …** to talk about things being the same.
  Droughts are **as serious as** floods.
- Use **not as … as …** *to* talk about things not being the same.
  Australia is **not as hot as** Africa.
  The ice is**n't** melting **as fast as** before.

Project

Work in groups and prepare a presentation about a graph.

1. Use the internet or a book to find a line graph or bar chart that shows information about the climate in a country or city.
2. Use the information to prepare a presentation to the class. Think about the following:
   - What do the x-axis and y-axis show?
   - What comparisons and conclusions can you make?
3. Find photos or pictures to go with your presentation and use some of the following expressions:

   Today's presentation is about …
   In this line graph, you can see that …
   This bar chart shows that …

4. Present the project to the class. Everyone in the group should speak.



For more practice, go to the Ministry of Education website.

6 Lesson 3



Reading and speaking

1 Look at the photos and titles in the article below. Then ask and answer the questions in pairs.

1. What do you know about these two cities? What are they famous for?
2. Can you find these things in the photos below?

a canal   cotton   a mosque   a ship   some sweets

2 Work in pairs.

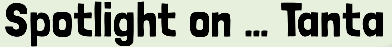
Student A: Read the information about Port Said.

- Answer Student B's questions about Port Said.
- Then ask Student B the four questions below about Tanta.

Student B: Ask Student A the four questions below about Port Said.

- Then read the information about Tanta.
- Answer Student A's questions about it.

1. Where is the city?
2. Can you name a famous place in or near the city?
3. What do people grow or catch around the city?
4. Why is the city famous?



Spotlight on ... Port Said



- Port Said is **located** in the north-east of Egypt.
- The city is known for its ships, which come and go from around the world.
- Port Said is connected to Suez by the Suez Canal.
- Many fish are caught in the sea near Port Said.

Spotlight on ... Tanta



- Tanta is located in the north of Egypt.
- Lots of cotton is grown in the area.
- The city is known for its delicious sweets.
- Tanta's beautiful Al-Ahmadi mosque is visited by thousands of people every year.

Language

3 Ask and answer the questions in pairs.

Tanta's beautiful Al-Ahmadi mosque **is visited** by thousands of people every year.

1 What is the main focus of this sentence?

2 Who visits the mosque and which word introduces this?

Many fish **are caught** in the sea near Port Said.

3 What is the main focus of this sentence?

4 Who catches the fish?

4 **Complete the sentences with the present simple passive form of the verbs in brackets.**

My home city is Minya. It [1] is located (locate) near the Nile. Lots of food [2] .... (grow) in the local area, like potatoes, wheat and sugar. The city [3] .... (know) for its delicious 'black honey'. The honey [4] .... (make) from sugar. Many ancient monuments and buildings [5] .... (find) in the city. My city is very beautiful and interesting!



Remember

- Use **am/is/are + past participle** (the present simple passive) when the action is more important than who does it, or when we do not know (or it is not important) who did something.

  People **grow** lots of cotton in the area. (active)

  → Lots of cotton **is grown** in the area. (passive)

  We **know** Tanta for its delicious sweets. (active)

  → Tanta **is known** for its delicious sweets. (passive)

5 Choose the correct verb.

1 The farmers around here grow / **are grown** many vegetables.

2 The museum **visits / is visited** by lots of people every year.

3 The city **is known / knows** for its beautiful buildings.

4 Alexandria **locates / is located** in the north of Egypt.

Writing

6 **Write a paragraph of about 90 words in your notebook on where you live or a place you know well. Include the following information.**

- Where is it located?
- What is grown or made there?
- What is visited by tourists?
- What is the place also known for?





For more practice, go to the Ministry of Education website.

6 Lesson 4



Vocabulary

1 **Work in small groups. Which word do you think is the odd one out? Why?**

1	dolphin	camel	fish	turtle
2	desert	coast	coral reef	island
3	hotel	house	beach	tourism
4	wildlife	pets	zoos	schools
5	protect	damage	respect	look after

I think camel is the odd one out because camels don't live in the water.

Listening

2 **Listen to the introduction to the podcast and choose the correct topic.**

1 How to get more tourists to visit Egypt.
2 How to stop tourism damaging the environment.
3 Why tourists shouldn't visit the Red Sea.

3 **Work in pairs and answer the question.**

What do you think that Salma Fawzy will say? Make some notes.

4 **Listen to the podcast and check your answers to Exercise 3.**

5 **Listen again and complete the sentences with a word from the podcast.**

1 Tourists visit the Red Sea from around the world.
2 The coral reefs are important for ....
3 The .... on the Red Sea coast are all nature reserves.
4 There are .... about building greener hotels.
5 Green tourism companies are given ....
6 .... are taught how to look after the environment.



Speaking

6 **Work in small groups. How could the owners of a hotel near the Red Sea help the environment?**

Think about:

- buildings
- pollution
- recycling
- water

They could put recycling bins in every room.

Values

1 Why is it important to look after the planet?
2 What do you do to try to help the planet?
3 Do you think that there are more things you could do to help the environment? How could your family help? What about your school?

For more practice, go to the Ministry of Education website.



Speaking

1 Work in pairs. Talk about how to use less water and complete the diagram.

How to use less water

2 Put the dialogue into the correct order.

a ☐ **Aya:** Well, why don't we try recycling water?
b ☐ **Reem:** That's an interesting idea! The plants would like that.
c ☐ **Aya:** For example, we could use the water from washing to water the plants.
d 1 **Aya:** The problem is that we all use too much water.
e ☐ **Reem:** That's true. So, how can we use less water?
f ☐ **Reem:** How could we do that?

3 Listen and check your answers.

Remember!
Less / *the least* are the opposites of *more* / *the most*.

4 Ask and answer the questions below in pairs.

1 Which of the phrases in red in Exercise 2 make suggestions?
2 Which of the phrases ask for or respond to a suggestion?

5 Work with a different partner.

1 Discuss your ideas about how to use less water in Exercise 1. Did you have any of the same ideas?
2 Decide which idea you think is the best one. Use some of the expressions from Exercise 2.
3 Finally, tell the class what you decided. Have a class vote on the best idea.

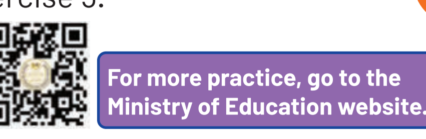
Life Skills
When talking about a problem, you need to ask others for their ideas about how to solve it. Try also to give your own suggestions for possible solutions.

Writing

6 Write a paragraph about how to use less water. Include the following information.

- What do you use water for every day?
- What things in the house or school also use water?
- Why is it important to use less water?
- How can you use less water?
- Use your ideas from Exercise 5.





For more practice, go to the Ministry of Education website.



Lesson 6

Reading

1 Read, underline and correct the five mistakes in the article.

2 Read the article again and answer the questions.

1. When did the students clean the riverbank?
   They cleaned it last weekend.
2. How many students helped? ....
3. How much rubbish did they collect?
   ....
4. What type of rubbish did they find?
   ....
5. Why does the student think rubbish in the river is bad? ....

Did you know?

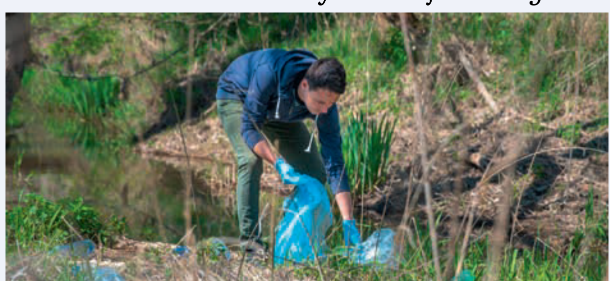
More than 12,000 bikes are taken from the canals in Amsterdam in the Netherlands every year.

Writing tip

Remember to check your writing for mistakes. Make sure that the grammar, spelling and punctuation are correct.

Students help to clean river

By Khadeeja El-Maghrabi



Last weekend, ten students from Class 7 ~~help~~ helped clean up the part of the riverbank near the city centre. The students collected 15 bag of rubbish. Their teacher, Mr hassan, said the students were sad to find so much rubbish.

"There were lots of plastic bags and bottles," he said. "We even found a old shoe!"

One of the students said, "It was great to clean the riverbank, but we need to teach people to be more careful with their rubbish. Rubbish in the river damages the wildlife.

Well done to the volunteers!

Writing

3 Write a short report for a school newspaper about something you or someone at your school did to help the environment. It does not need to be real!

1. Think about when and where it happened. How did you do it? Who did you do it with?
2. When you have finished, check your report for mistakes.
3. Finally, add a title to your report.
4. Swap reports with a partner to read. Can they suggest ways to improve it?

For more practice, go to the Ministry of Education website.



Review

1 **Complete the sentences with the correct words.**

1 When there is too much smoke from factories, it causes air pollution.
2 When there is not enough rain, there is often a ....
3 When there is too much rain, there is often a ....
4 When the planet gets warmer, it is called ....
5 When ice warms, it ....



2 **Complete the sentences with the correct form of the words in the box.**

bad ~~big~~ noisy relaxing wet

1 Egypt is bigger than Jordan.
2 This month was .... than last month because we had some big storms.
3 Lying on a beach is .... than working in the city.
4 Plastic pollution is .... now than it was before.
5 There is a lot of traffic in Cairo; it is .... than Marsa Alam.

3 **Complete these sentences with *(not) as* + adjective + *as*.**

1 Some people say that recycling is not as important as (not / important) using less water.
2 Ali says that football is .... (not / difficult) handball.
3 I think that the desert is .... (beautiful) the coast.
4 Figs are .... (delicious) chocolate.

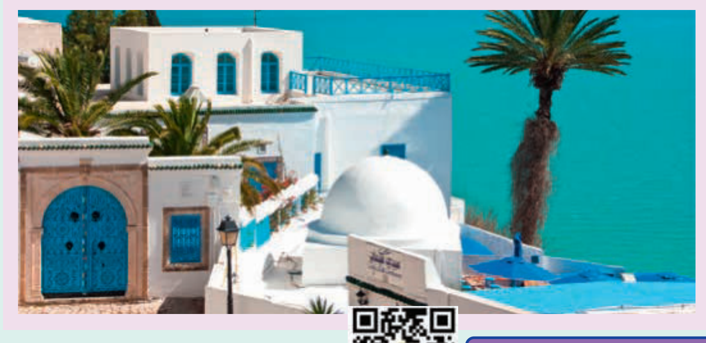
4 **Work in pairs. Do you agree with the sentences in Exercise 3? Why/Why not?**

5 **Use the fact file and the verbs in the box to make sentences in the present simple passive.**

know locate sold visit

Sidi Bou Said is located in north Tunisia. It is known ...

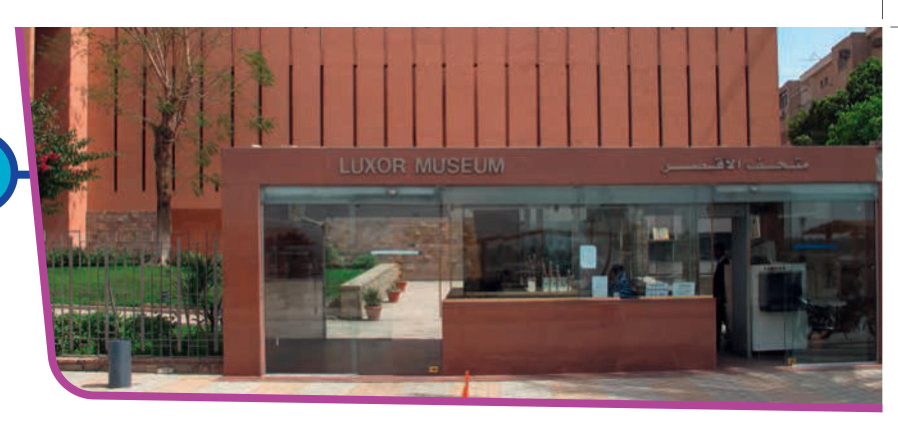
Fact file: Sidi Bou Said



- In north Tunisia.
- People know its blue and white buildings.
- People sell wonderful souvenirs in the market.
- Museums have lots of tourists.

For more practice, go to the Ministry of Education website.





Listening

1 Listen to the telephone conversation. What place is the teacher calling and why?

2 Listen again and complete the form.

Name of Museum: [1] ......Museum......
Opening times: [2] .... and [3] ....
Where to buy tickets: [4] .... or [5] ....
Ticket price: Adults: [6] ...., Children/Students: [7] ....
Located: [8] .... of Luxor on Corniche El Nil.

Reading

3 Read the text quickly. Which objects did Hamid see at the museum?

A trip to Luxor Museum By Hamid

Last week, I went to Luxor Museum with my class. The museum is further from my home than our school. We were travelling for a long time! We arrived at 10.30 am.

As we were walking into the museum, we saw some big statues. My favourite was the statue of Ramses II. There were also rings and necklaces that once belonged to rich Egyptian families. There were a lot of small coins from the same time, too.

The museum has some very old objects. My favourite objects were the metal bowls from the fourteenth century. The oldest objects in the museum were the tools. Some were made of metal and some were made of stone.

While I was reading the information, my friend found a tool that was 10,000 years old.

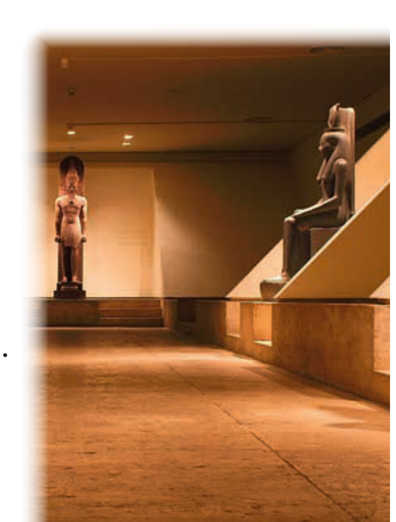
4 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Hamid went to the museum with his family. (F) He went with his class.
2 The first objects that Hamid saw were the masks. ....
3 The jewellery used to belong to rich families. ....
4 Hamid liked the bowls from the fourteenth century. ....
5 There weren't any metal tools in the museum. ....

5 Complete the sentences with *as* + adjective + *as* or the comparative of the words in the box.

big	expensive	far	good	~~new~~	old

1 The bowls in the museum were ......newer...... than the tools.
2 The statues were .... than the coins.
3 The rings and necklaces were .... the coins.
4 Hamid liked the bowls .... than the tools.
5 Tickets for adults are .... than tickets for children.
6 The museum is .... from his house than Hamid's school.





Speaking

1 Work in pairs. Take turns to describe the pictures and tell the story using the past simple and past continuous.



Some boys were walking on a sunny day. There was lots of rubbish on the beach.

Suddenly, Ali saw a turtle.

2 Complete the sentences about the story with *who*, *where* or *which/that*.

1. The boy ....who.... first saw the turtle helped it.
2. The beach .... the boys saw the turtle was full of rubbish.
3. The bag .... was on the turtle was pink.
4. The turtle .... they helped walked to the sea.
5. The boys .... helped the turtle were happy it was safe.

3 Make a list of beach rules using *should*, *must/mustn't* or *have to*.



You mustn't swim when the weather is bad.

Beach rules

- Don't swim when the weather is bad.
- Swim near the beach, where we can see you.
- Wear a hat between 11 am and 3 pm.
- No loud music!
- Put your rubbish in the bins.
- Only play ball games in the park area.

Writing

4 Use the notes to write a short newspaper report in your notebook about how a school helped the community.



Why: Wanted to help the community.

What: Cook 20 meals every week for people who are disabled.

Where: At a home located in south of city.

Teacher: "I'm very proud. They worked very hard!"




For more practice, go to the Ministry of Education website.



Term 2

New Hello!

English for Preparatory Schools

Year Two

Student's Book

Anna Cowper, Jo Cummins
Cheryl Pelteret and Julie Penn

Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 3: Science and art	**7 Technology and the future**		Page 2
	Reading: A magazine article about online shopping; *The Time Machine*; a poster about the dangers of technology **Writing:** A reply to an online message giving advice; a formal email about a problem with a delivery **Listening:** A discussion about new inventions; people's problems with technology and suggested solutions **Speaking:** Giving opinions about inventions and technology; a debate	***will*** and ***will not / won't*** (revision) *I think lots of people will want to buy these new headphones.* ***If/When* + present simple + *will*** (revision) *If I go to the shops, I will spend a lot of money.* *Hassan won't use the internet to buy food when he is older.* ***If/When* + *should* for advice** *When you feel tired, you should have a rest.* *You should check that you can't buy anything when you play games online.*	**Life Skills:** Critical thinking: technological awareness; Sharing **Values:** Appreciation of science; Independence **Issues:** Technological awareness; Cross-cultural communication
	8 You are what you eat		Page 12
	Reading: Texts about what people eat; a healthy food quiz; a recipe; an article about unusual food; an article about a healthy island **Writing:** An email about a favourite snack; a paragraph about a country's diet; a paragraph about sleep **Listening:** A discussion about favourite snacks; a conversation at dinner; teenagers sharing their worries about food and health **Speaking:** Describing food; offering, accepting and refusing food politely; giving advice about being healthy	***some, any:*** *People often put some salt on their chips.* *I don't put any salt on mine.* ***like/don't like:*** *I like orange juice, but I don't like tea.* ***a lot, a little* and *a few*** *I have a lot of fruit.* *I only have a little salad.* *I also eat a few healthy snacks.* **Imperatives** (revision) *Beat two eggs in a bowl.* *Serve on a plate with a green salad.* *Don't forget to add a little salt.*	**Life Skills**: Self-management **Values:** Self-esteem **Issues:** Preventive health; Therapeutic health
	9 Watch, listen and make		Page 22
	Reading: An internet chat message; a review of an art gallery; *Little Women*; a review of a film **Writing:** A short review; A paragraph on a musician **Listening:** A report about an orchestra; an invitation on the telephone **Speaking:** Saying what people can do; talking about preferences and giving recommendations; inviting a person somewhere	***can, know how to*** and ***be able to*** *I can paint scenery if you want.* *Mariam and I know how to sew costumes.* *Are you able to help with music?* *I am able to draw and paint, but I don't know how to do calligraphy.*	**Life Skills:** Collaboration; Respect for diversity **Values:** Perseverance and respect **Issues:** Non-discrimination against people with special needs
	Review C Revision of Units 7–9		Page 32

Module 4: Our place in the world

Skills	Language	Life Skills, Values and Issues
10 We are what we wear		Page 34
Reading: An article about Egyptian clothes now and in the past; a blog about what teenagers wear; a text about linen and cotton; an advert **Writing:** An advert to sell something **Listening:** People talking about their clothes; a conversation in a clothes shop **Speaking:** Discussing and describing clothes; shopping for clothes	***this/that, these/those*** **(revision)** *I bought this shirt from a little shop in Cairo.* *Where did you get those sunglasses?* **Adjective order** *It's a beautiful blue, cotton skirt.* *She likes loose, white, linen clothes.* ***one, ones*** *That beautiful dress is the one my grandmother made me.* *These trainers are much better than the ones I had before.*	**Life Skills:** Respect for diversity **Values:** Love of homeland; work ethics **Issues:** Environmental and development issues **Environmental responsibility:** Community participation
11 The future of our planet		Page 44
Reading: Online posts about helping the environment; texts about a school trip; an article about teenage inventors; a postcard **Writing:** A paragraph about an environmental problem; a holiday postcard **Listening:** Identifying what is going to happen; a radio programme about environmental problems; a teacher talking about drones; a discussion about making arrangements **Speaking:** Making predictions and future plans; suggesting solutions; giving opinions	**Future time expressions (revision)** *What are you doing this afternoon?* *We're going in five minutes.* ***be going to*** **and the present continuous for the future** *I'm going to help my father.* *What are you going to do?* *The students are going to do very well in their exams.* *I'm visiting the dentist at half past four.*	**Life Skills:** Problem solving; Negotiation; Collaboration **Values:** Taking responsibility: helping others **Issues:** Environmental and development issues: Environmental responsibility: participation
12 Languages and learning		Page 54
Reading: A quiz about learning styles; an article about languages in Africa; an advert for a language school **Writing:** an internet post giving advice; a study plan; taking notes; an application form **Listening:** A conversation about future plans; a radio interview about animal communication **Speaking:** Talking about learning styles; a presentation about your studies; a discussion about study tips; giving advice, opinions and suggestion	**A review of tenses** *My uncle lives in the USA.* *I'm emailing him today.* *I was playing tennis when it started to rain.* *I didn't use to like tennis. I used to like basket ball.* *Next year, I'm starting secondary school.* *I'm going to go to university.* *I think it will be hard but fun.* *I won't be bored.*	**Life Skills:** Self-management; Communication; Critical thinking **Values:** Perfection; Perseverance **Issues:** Cross-cultural communication
Review D Revision of Units 10–12		Page 64

Unit 7

Lesson 1

Technology and the future

Reading: A magazine article about online shopping; *The Time Machine*; a poster about the dangers of technology

Writing: A reply to an online message; a formal email about a problem with a delivery

Listening: A discussion about new inventions; people's problems with technology and suggested solutions

Speaking: Giving opinions about inventions and technology; a debate

Language: *if/when + should* for advice

Life Skills: Critical thinking: technological awareness

Discuss

Can you match the descriptions to these pictures of new inventions?

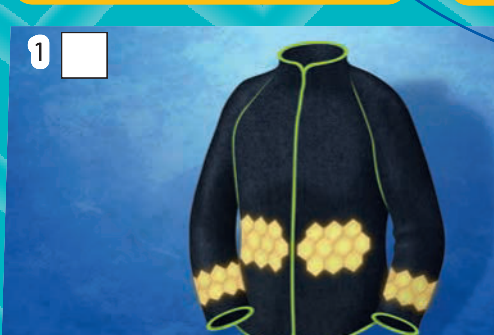
a When these **headphones** hear another language, they can **translate** it into your language.

b Is it a **motorbike**? Is it a **helicopter**? No, this invention is half-motorbike and half-helicopter! It can push you into the air at the **speed** of a fast car!

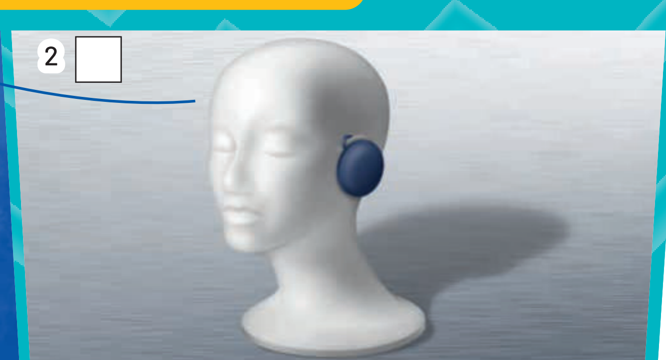
Find

Look through the unit. What did Lama buy from the internet?

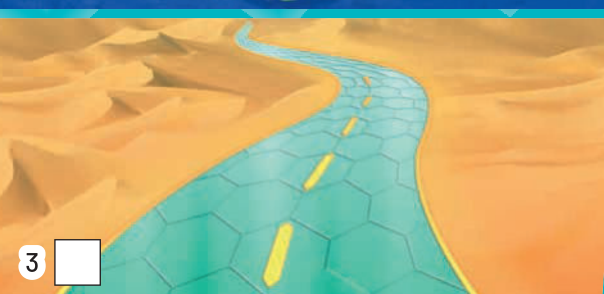
1 ☐



2 ☐



3 ☐



4 ☐

c This clever jacket uses an **app** to make you warmer when the weather is cold.

d Change roads into **solar panels!** This invention uses strong glass that you can drive on and make **electricity** at the same time.

Research

Who was H. G. Wells? Why is he famous?

Lesson 1

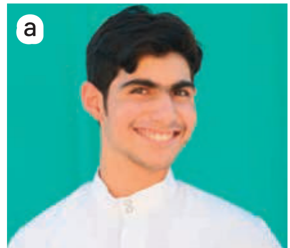
7

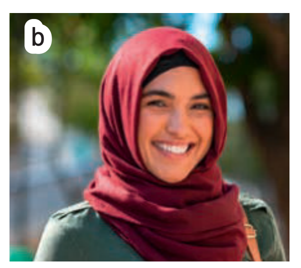
Listening

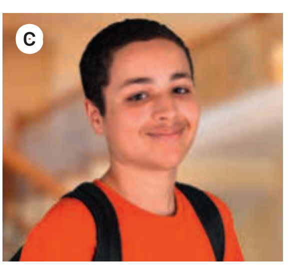
1 Work with a partner.

1. Put the inventions on page 2 in order from the most useful to the least useful, in your opinion.
2. Talk to another pair. Do they agree with your order?

2 Listen to four people. Match the inventions 1–4 on page 2 with the people who talk about them.

a

Hatem: 

b

Manal: ....

c

Tarek: ....

d

Sawsan: ....

Language

3 Complete the sentences from the listening with *will* or *won't*. Then listen again and check your answers.

1. The machine won't be able to fly very high.
2. I think lots of people .... want to buy one of these.
3. It .... help people to speak other languages.
4. Maybe they .... make one to help people be cooler.
5. I hope they .... build lots of these in Egypt.

Remember!

Use **will** and **will not** (or **won't**) to talk about future predictions.

The headphones **will** be very useful for travelling.

The machine **won't** be able to fly very high.



Speaking

4 Discuss the questions in small groups.

1. Who do you agree or disagree with in Exercise 2? Why?
2. Which of the four inventions do you think will become the most used? Why?
3. Which of the things do you think won't be used very much in Egypt? Why?
4. What invention do you hope we will see in the future?

Life Skills

It is important to know about the latest technology. You might need to know this for a future job. How can you find out about the latest technology?

I agree that the jacket won't be very useful in Egypt!

I hope the flying motorbike will be invented soon.



For more practice, go to the Ministry of Education website.

7 Lesson 2



Reading

1 Discuss these questions in pairs.

1. Do you like shopping online? Why/Why not?
2. What type of things do you like to buy? Why?

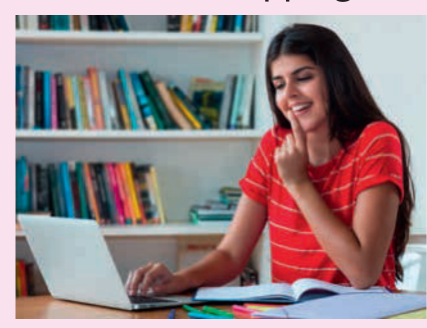
2 Match a word from **A** to a word from **B** to make useful phrases. Some verbs match more than one word. You can use a dictionary.

A	B
1 have	**a** a choice
2 save	**b** a delivery
3 spend	**c** money
4 waste	**d** time
5 wait for	

3 Read the article. Can you find any of the phrases from Exercise 2 in the text? Use your dictionary if necessary.

Shopping online – Yes or No?

Injy – I love online shopping!



Shopping online is great! Firstly, it saves me time. I don't want to spend lots of time travelling to the shops. I can stay at home and buy the things I want in a few minutes. Secondly, I have more choices online. Also, if more people shop online, there will be fewer cars on the road and less pollution! I will do all my shopping online when I am older.

Baher – I prefer going to real shops in my city.



Every time I buy clothes online, the thing that I buy is wrong! At a shop, I can see what I am buying and I can try it first. Also, I don't like to waste time waiting for a delivery – I want things now! If everyone shops online, the shops in our towns and cities will close. If they close, then lots of other businesses like cafés will close, too.

4 Read the article again and complete the table with the reasons for and against shopping online. Can you add any more ideas to the table?

For	Against
It saves time.	You can't try things before you buy.

Language

5 **Complete the sentences with the correct form of the verbs in brackets.**

1 If I ...go... (go) to the shops, I will spend (spend) a lot of money.
2 When Huda .... (visit) Cairo, she .... (buy) some new shoes.
3 Hassan .... (not use) the internet to buy food when he .... (be) older.
4 Mona .... (look) online for a new phone when she .... (get) home.
5 If I .... (buy) everything online, I .... (not be able) to go shopping with my friends.

Remember!

Use **if/when** + present simple and future simple to express prediction.

If everyone **shops** online, the shops in our towns and cities **will close**.

I **will do** all my shopping online **when** I **am** older.



6 **Complete these sentences with your own ideas.**

1 If I go to the shops today, ...
2 When I need some more food, ...
3 I will use the internet when ....
4 I won't watch TV tonight if ....

Speaking

7 **Work in a small group and make a story. Choose one of the sentences below to start. Take it in turns to make another sentence with *if* + present simple + future simple.**

- If I help my mother at the weekend, ...
- If I finish my homework early, ...
- If I pass all my exams, ...
- If I find a snake in my house, ...



For more practice, go to the Ministry of Education website.

7 Lesson 3





Speaking

1 **Check the meaning of the words in bold in your dictionary.**

2 **Discuss these questions in pairs.**

1 What types of technology do you use every day? What do you use them for?

2 Which is the most important piece of technology for you? Why?

3 Look at the sentences about problems with technology. Do you have any of these problems?

a I think I am **addicted** to my phone!

b I spent lots of money in an online game **by mistake**!

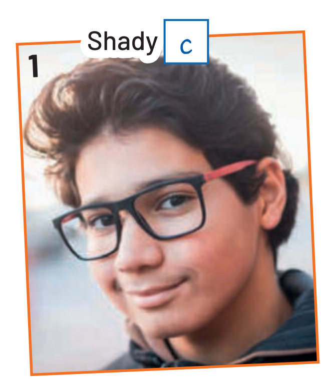
c I spend hours watching videos online and now I have **headaches**.

d Sometimes my friends say **horrible** things about me on **social media**.

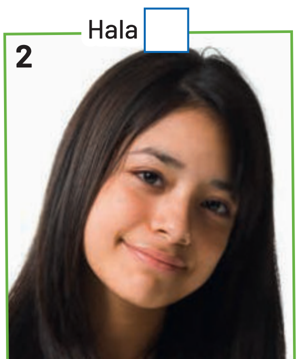


Listening

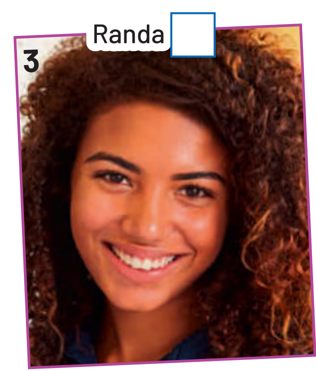
3 **Listen to these four people talking about the problems they have with technology. Match them to the problems a–d above.**



1 Shady c



2 Hala ___



3 Randa ___



4 Adam ___

4 **Now listen and complete the advice an expert gives to the people in Exercise 3.**

1 Shady, watching videos before bed is not a good idea.

2 Hala, you .... to talk to your parents. They .... check that you can't buy anything when you play games online.

3 Randa, it .... not to become addicted to technology.

4 Oh Adam, they don't sound like ....! If they don't change, maybe you .... find some new friends.



Language

5 Match to make sentences.

1 [c] You should have a break
2 [ ] You shouldn't watch videos on the internet
3 [ ] If you don't know someone,
4 [ ] You should tell a parent or teacher
5 [ ] When you go to bed,

a you shouldn't make friends with them online.
b you should turn your phone off.
c if you are sitting at the computer for a long time.
d if your head hurts.
e if you feel worried about something.

6 Complete these sentences with your own ideas. Use *should*.

1 If you see people being horrible online, you should tell your parents.
2 When you play online games, ...
3 If you think that your friend is addicted to social media, ...
4 When you feel tired, ...

7 Discuss this question in pairs.

What advice would you give to the people in Exercise 3?



if/when + should

Use **if/when** + **should** to give advice.

They **should** check that you can't buy anything **when** you play games online.

If they don't change, maybe you **should** find some new friends.

Writing

8 Read the online message. Write a reply in your notebook giving your advice.



My parents say that I spend too much time online, but playing video games is my hobby and I am very good at them! I love playing games with my friends but my parents say they will take my computer away if I don't stop playing on it so much. What should I do?



For more practice, go to the Ministry of Education website.

7 Lesson 4

Reading

1 **Ask and answer the questions in pairs.**

1 What do you think a Time Traveller does?

2 Would you like to travel in time? Where and when would you go? Why?

2 **Read part of the story *The Time Machine* and answer the questions.**

1 Where are the people in the story? ....

2 Who made the machines? ....

3 What do the machines do? ....

3 **Look at the words in red. Use a dictionary to check their meanings. Write the words in your notebook.**

4 **Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.**

1 The Time Traveller's friends don't believe in time travel. T

2 The Time Traveller disappears. .....

3 The small machine is finished. .....

4 The small machine travels to the past. .....

5 The large machine is ready to use. .....

6 If the Time Traveller travels in the machine, he can visit the past or the future. .....

Speaking

5 **Discuss these questions in small groups.**

1 Do you think the Time Traveller will be able to explore the past and the future? Why?

2 What machine would you like to invent? Why?

I would like to invent a machine to tidy my bedroom!

The Time Machine

by H. G. Wells



London, England, 1895

A group of friends meet for dinner at the Time Traveller's house. After dinner, the Time Traveller asks his friends if they think that it is possible to travel through time.

"It's **impossible**!" they reply, "We can only travel through space, not time."

The Time Traveller shows them a small model of a machine that he has in his hand.

"This is a copy of a machine that I believe can go through time. It took me two years to build," he tells them. The friends laugh.

"**Pull** this **lever**," he tells one of them.

They feel some wind and then the machine suddenly **disappears**!

"Where is it?" the other men ask.

"The model machine is in the future," the Time Traveller says. "Would you like to see the real machine?" he asks.

He takes them to another room. Inside the room is another, bigger machine. It is not finished.

"In this machine," he says "I will **explore** the past and the future!"

For more practice, go to the Ministry of Education website.



Speaking

1 Discuss these questions in pairs.

1 What do you remember about *The Time Machine*? Tell your partner.

2 Do you think it might be dangerous to travel in time? What problems or dangers do you think there could be?

Reading

2 Look at the headings in the poster. What problems could technology bring to these things? Tell your partner.

3 Complete the poster with these words.

enough headaches headphones outside video games ~~watch~~

The dangers of technology



Sleep: Many people text, check social media or [1] watch videos online late into the night. Then they don't get [2] .... sleep.



Eye problems: If you spend a lot of time on screens, you can have eye problems and [3] ....



Ear problems: Listening to loud music or films through [4] .... can damage your hearing.



Exercise: Many people spend hours playing [5] .... or watching TV and don't spend enough time [6] .... doing exercise.

Speaking

4 Look at these sentences from a debate called *Technology can be bad for your health*. Are these opinions positive or negative? Complete the table.

1 "Using technology to help you exercise **is a good idea**."

2 "From my point of view, **too much** technology can give you headaches."

3 "**It isn't a good idea to** spend too much time watching TV or playing on computers."

4 "**If you don't** become addicted to technology, **you will** be fine."

5 "In my opinion, all technology **can be bad** for your health."

6 "**If you** use technology well, **it should** help you become more healthy."

Positive	Negative
Using technology to help you exercise is a good idea.	

5 Work in pairs.

1 *Technology can be bad for your health*. Do you agree? Say if you think technology is positive or negative for your health using some of the expressions in **red** from Exercise 4.

2 Work with another pair. Compare ideas.





For more practice, go to the Ministry of Education website.



Lesson 6

Reading

1 Read the email. What is it about?



New message

Dear Sir/Madam,

I **ordered** a new mobile phone last week and the delivery was today. When I opened the box, the screen was damaged. I would like to change the phone for a new one that is not damaged. Can you tell me how I can do this?

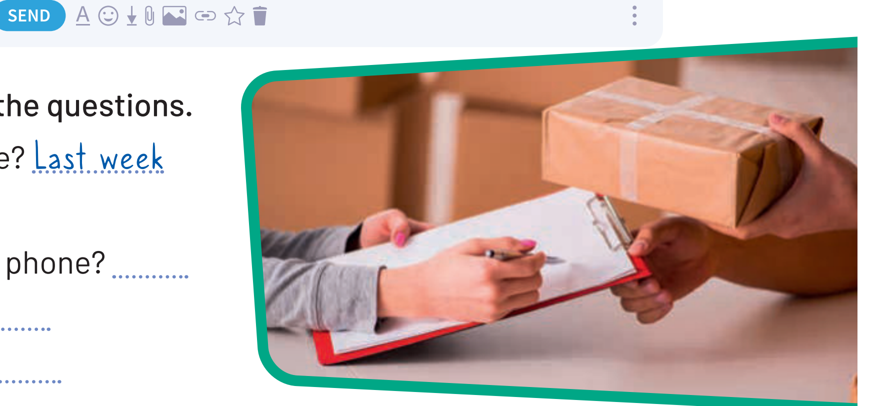
Yours faithfully,

Lama Sabri

SEND

2 Read the email again and answer the questions.

1. When did Lama order the phone? Last week
2. When was the delivery? ....
3. What was the problem with the phone? ....
4. What does Lama want to do? ....
5. What does she want to know? ....



3 Which of these phrases are used to start or end a formal email? Write *S* (Start) or *E* (End).

1. [S] Dear Sir/Madam (if you don't know the name of the person)
2. [ ] Yours faithfully (if you don't know the person)
3. [ ] Dear Mr/Mrs/Ms + surname (if you know the name)
4. [ ] Yours sincerely (if you know the person)
5. [ ] Best Wishes/Kind Regards (if you know the person well)

Did you know?

There were more than 85 billion deliveries around the world in 2018. In 2014, there were around 40 billion.

Writing

4 Write an email about a problem with an online delivery. Use the following information.

What:	Laptop computer
When:	Ordered three weeks ago
What's the problem:	Delivery should be in one week but I am still waiting
What do you want:	Tell me when delivery will be

5 Work in pairs.

Read each other's emails. Can you help your partner improve his/her email?

For more practice, go to the Ministry of Education website.





Lesson 7

Review

1 Match the verbs to the nouns to make phrases.

1 [c] wear		a a headache
2 [ ] save		b social media
3 [ ] have		c headphones
4 [ ] check		d addicted to something
5 [ ] be		e time



2 Work in pairs. Ask and answer questions using the phrases in Exercise 1.

How often do you check social media?

I check it once an hour.

3 Which of these things do you think will happen in the future? Work in pairs and say what you think using *will* or *won't*.

1 go on holiday to space
2 have flying cars
3 all school lessons online
4 no more ill people
5 robots in every house

I think people won't go on holiday to space.

4 Complete the sentences with the correct form of the verbs and *should*, *shouldn't*, *will* or *won't*.

1 If you ..are.. (be) on the computer for three hours, you ..should.. have a break.
2 If you .... (listen) to too much loud music, you .... get a headache.
3 If you .... (not / do) any exercise, you .... be healthy.
4 If you .... (want) to go online, you .... ask first.
5 If you .... (be) worried about something online, you .... tell someone.

Project

Make a poster about how to stay healthy when you use technology.

1 Work with a partner. Look at the information on page 9. Are there any other problems you can think of with technology? Write down some ideas.
2 Research some ways that people can use technology and stay healthy.
3 Put your ideas into a poster. You should:
- think about who the poster is for
- give it a good title
- write short, clear sentences
- use colours and pictures to make it look interesting

4 Put the posters around your classroom for everyone to read.



For more practice, go to the Ministry of Education website.

Unit 8

Lesson 1

You are what you eat

Reading: Texts about what people eat; a healthy food quiz; a recipe; an article about unusual food; an article about a healthy island

Writing: An email about a favourite snack; a paragraph about a country's diet; a paragraph about sleep

Listening: A discussion about favourite snacks; a conversation at dinner; teenagers sharing their worries about food and health

Speaking: Describing food; offering, accepting and refusing food politely; giving advice about being healthy

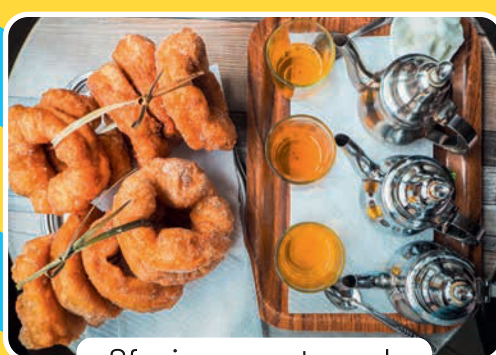
Language: *a lot*, *a little* and *a few*

Life Skills: Self-management

Quiz

In which country do you think these snacks are popular?

Britain | Egypt | India | Malaysia | Morocco



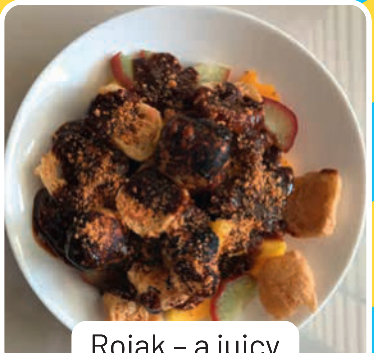
Sfenj – a sweet snack



Samosa – a spicy snack



Chips – a popular snack



Rojak – a juicy fruit snack



Falafel – a delicious vegetable snack

Find

Look through the unit. What is Okinawa and where is it?

Research

Which snacks are the healthiest to eat?

Listening

1 Listen and put the snacks from page 12 in the order that you hear them. Were your answers to the quiz correct?

a [ ] chips
b [ ] falafel
c [ ] samosa
d [ ] rojak
e [1] sfenj


fava beans


spices

2 Listen again and complete the sentences with these words.

delicious
juicy
salty
spicy
~~sweet~~

1 Sfenj has lots of fat and sugar in it and it is very sweet.
2 Falafel is really .... and it is very popular in Egypt.
3 I don't put any salt on mine because I don't like .... food.
4 Samosas have .... vegetables inside them.
5 Rojak is very sweet and ....

Speaking

3 Choose the correct word. Then ask and answer the questions in pairs.

1 What's your favourite **juicy / salty** fruit that you like to eat when you're thirsty?
2 What can you do if you eat something that is very hot and **healthy / spicy** so that it hurts your mouth?
3 The water in the sea is **sweet / salty**. Can you think of a food with this taste?
4 If we don't want to use sugar to make food **sweet / salty**, what other things can we use?

4 Ask and answer the questions in pairs.

1 Do you ever eat the snacks from the quiz?
2 Which is your favourite snack?
3 Is your favourite snack juicy, spicy or sweet?
4 Has it got any sugar or salt in it?
5 Is it healthy or unhealthy?





Remember!

Use **some** in positive sentences with uncountable nouns and plural countable nouns.
We sometimes eat sfenj with **some** tea.
People often put **some** salt on their chips.
Use **any** in negative sentences and yes/no questions with uncountable nouns and plural countable nouns.
I don't put **any** salt on mine. Is there **any** salt in this?



For more practice, go to the Ministry of Education website.

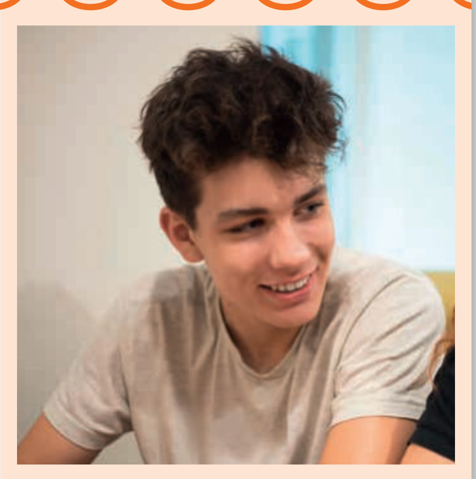
8 Lesson 2

What I eat

Reading

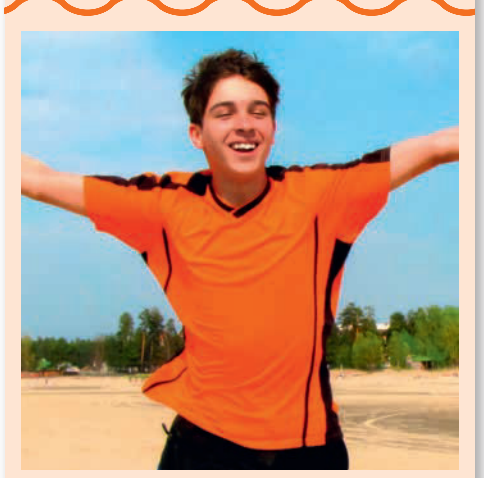
1 Read the texts about two teenagers and answer the questions.

1. Who is ill if he eats some types of food? Imad
2. Who eats a few healthy snacks? ....
3. Who chooses food that gives him energy? ....
4. Who eats a little fast food but not much? ....
5. Who eats sweet things? ....
6. Which boy do you think is healthier? Why? ....



My name's Imad. I am **allergic** to nuts, so I must be careful what I eat. If I eat something with nuts in it, I will get ill! For most of the time, this is not a problem. However, I like sweet things, and there are a few types of cake that have nuts in them, so I can't eat those.

I'm lucky because my mother makes me many different, delicious things to eat at home. She says I should eat more vegetables and salad. I have a lot of fruit, and that's healthy!



I'm Mustafa. I'm on the school athletics team and I go running every day, so I need food that gives me **energy**. I eat a lot of rice and pasta every day. I also eat a few healthy snacks, like nuts.

After athletics practice, my friends and I sometimes get some **fast food**, like pizzas, on the way home, but I try not to eat too much!

Language

2 Complete the sentences with *a lot, a little* or *a few.*

1. My little brother sometimes eats a few grapes for breakfast.
2. Leila likes .... milk in her tea, but not very much.
3. My grandmother spends .... of time cooking in the kitchen. She's often there all day.
4. 'Can I invite .... friends to our house to watch a film?' 'OK, but not too many.'
5. I'm not very hungry, but I'd like .... cheese and .... olives, please.

A lot of, a little and *a few*

Use **a lot of** with countable and uncountable nouns.

I have **a lot of** oranges/fruits. I also eat **a lot of** rice and pasta.

Use **a few** with countable nouns and **a little** with uncountable nouns.

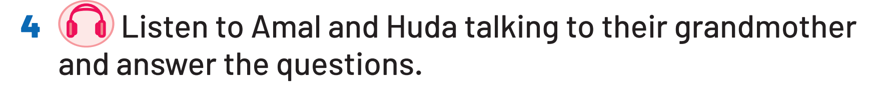
I eat **a few** healthy snacks (= I don't eat many snacks.)

I only have **a little** salad. (= I don't have much salad.)

3 Ask and answer the questions in pairs.

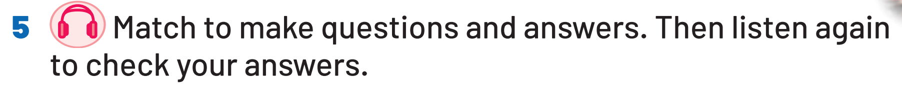
1. What kind of food do you eat a lot of? What do you eat a little of? Why?
2. What should and shouldn't you eat a lot of? Why?

Listening



4 Listen to Amal and Huda talking to their grandmother and answer the questions.

1 Where are they? They are at their grandmother's house.
2 What are they doing? ....
3 What are they eating now? ....
4 Why don't they eat the rice pudding? ....



5 Match to make questions and answers. Then listen again to check your answers.

1	c Would you like	**a**	I'm really full.
2	☐ Yes, please, just	**b**	but I really couldn't.
3	☐ Would you	**c**	some more chicken?
4	☐ No, thank you,	**d**	a little.
5	☐ Thank you,	**e**	like some more beans, too?



Language

6 Choose the correct words.

1 'Would / Do you like a sandwich?'
'Thank you, but I'm really **full / enough**.'

2 '**Would / Do** you like coffee?'
'No, I don't. I prefer tea.'

3 'There are **a few / a little** grapes left. **Would / Do** you like some?' 'Yes, please.'

4 'Would you like a **little / few** salt on your chips?' 'No, thank you.'

5 '**Would / Do** you like some more pudding?'
'Thank you, but I really **don't / couldn't**.'

Remember!

Use **like** to talk about what we prefer: I **like** orange juice but I **don't like** tea.

Use **would like** to make offers and ask for things:
What **would you like** for breakfast?
I'**d like** some beans, please.

Speaking

7 Work with a partner. Take turns to offer food and drink using expressions from Exercise 6.

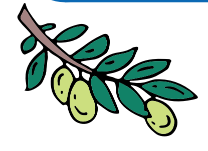
1 **Student A:** Offer something to eat.
2 **Student A:** Offer something with it (salad/rice/sugar), etc.
3 **Student A:** Offer something else.

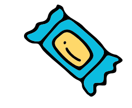
1 **Student B:** Say yes.
2 **Student B:** Say yes (use *a little/a few*).
3 **Student B:** Say no (use *couldn't*).

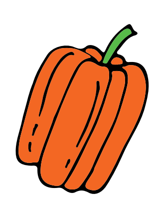


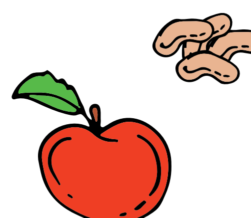
For more practice, go to the Ministry of Education website.

8 Lesson 3











Reading

1 Complete the quiz.

A healthy food quiz

1 If you want to be healthy, you should eat … .
- a only fruit and vegetables
- b a lot of meat and cheese
- c some of all types of food

2 We need to drink … glasses of water every day.
- a eight
- b two
- c four

3 **Dairy products** like milk and cheese help us to … .
- a have lots of hair
- b have strong **bones**
- c run fast

4 Meat, cheese and nuts have **protein** in them and we need protein to … .
- a sleep well
- b move fast
- c have a strong body

5 A lot of sugar … .
- a makes it difficult to sleep
- b is bad for your teeth
- c makes you sleep longer

6 Examples of healthy snacks are … .
- a fruit and nuts
- b chocolate and sweets
- c salty chips

7 People need to eat … pieces of fresh fruit and vegetables every day.
- a one to two
- b five to ten
- c one

8 People often like fast food because … .
- a it has lots of fat and sugar in it
- b it gives you energy
- c you can eat a lot of it and not feel full

9 Food is usually healthy and good for you when it is … .
- a expensive
- b **fresh**
- c from a big supermarket

Answers
One point for each correct answer:
1c 2a 3b 4c 5b 6a 7b 8a 9b
Score 7–9: Very good! You know all about healthy eating.
Score 4–6: Quite good. You need to learn a little more to be really healthy!
Score 1–3: Not good. There are a lot of things you need to learn about healthy eating.



2 Check your answers and discuss the results in pairs. Do you agree?

Vocabulary

3 Complete the sentences with the words in bold from the quiz.

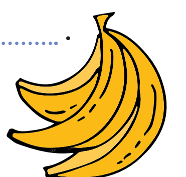
1 Humans have 210 bones in their bodies. The biggest ones are in our legs.

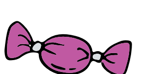
2 Meat, fish and eggs all have .... in them.

3 It is better not to keep food in the fridge for a long time but to eat it when it's ....

4 We call foods that are made from milk ....









4 Look at the photographs and complete the sentences with the correct cooking verbs.













1 The soup is cold. Shall we heat it?
2 Please .... some tea into my cup.
3 My grandparents always .... lunch in the dining room at 4 o'clock.
4 Those tomatoes are too big. You need to .... them into small pieces.
5 Do you prefer to boil or .... your eggs?
6 Put the eggs in the bowl and .... them with a fork.

Reading

5 **Complete the recipes for an omelette and tomato salad with these instructions.**

- When the omelette is ready, take it out of the frying pan and serve with salad.
- Pour the eggs into the frying pan and cook them in the butter.
- Put the chopped vegetables into a bowl.
- Chop all the vegetables into small squares.
- Add a little oil, salt and lemon juice.
- ~~Add a little salt to the eggs and milk.~~

How to make an omelette	How to make a tomato salad
1 Beat two eggs in a bowl with little milk.	1 Take two big tomatoes and half an onion.
2 Add a little salt to the eggs and milk.	2 ....
3 Heat some butter in a frying pan.	3 ....
4	4 ....
5	5 Serve the salad with your omelette.



Remember!

Use imperatives to tell people what to do/not to do.
Chop the tomatoes! **Don't chop** them too small!
Add salt. **Don't add** too much salt!



For more practice, go to the Ministry of Education website.

Unusual but delicious

Reading

1 Read about some unusual food. Which would or wouldn't you like to try? Why?


'champorado' with 'tuyo'

Some food **smells** bad or looks **unusual** – but still tastes good!

'Durian fruits' grow in Indonesia and Malaysia. Some fruits can be 30 centimetres long. They are hard and green on the outside, but soft and yellow on the inside. Some people don't want to eat them because they smell terrible, but they are very healthy and **taste delicious**. People use durian fruits to make juice, ice creams and soup.


durian fruit

In the Philippines, people eat something called 'champorado' with 'tuyo' for breakfast. 'Champorado' is sweet chocolate rice and 'tuyo' are small salty fish. For most people, it's unusual to eat sweet and salty things together, but it is popular in the Philippines!

In China, people eat eggs that are months or years old! They are called century eggs and they are black and green inside. To make them, people put fresh eggs under the ground for a long time. Century eggs smell a lot and have a salty taste, but lots of people think they are delicious.


century eggs

2 Read the article again and answer the questions.

1 Why don't some people want to eat durian fruits? Because they smell terrible.

2 What is unusual about eating 'champorado' with 'tuyo'? ....

3 In which two ways are century eggs different from normal eggs? ....

4 Which two foods smell a lot? ....

3 Complete the meanings with the correct word from the article in bold.

1 .... things are different from other things of the same type.

2 We .... with our noses.

3 We .... things when we put them in our mouths.

4 I like this fruit because it tastes ....

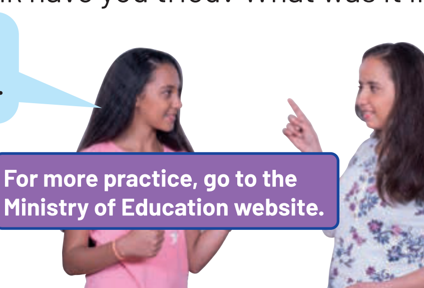


Speaking

4 Ask and answer the questions in pairs.

1 What are some tastes and smells that you like and don't like? Find two examples of things that smell and taste good and bad.

2 What unusual food or drink have you tried? What was it like?

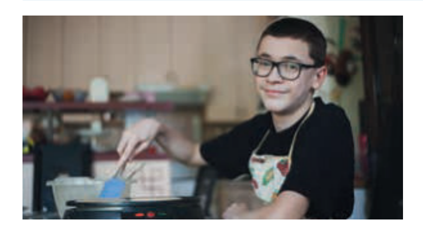


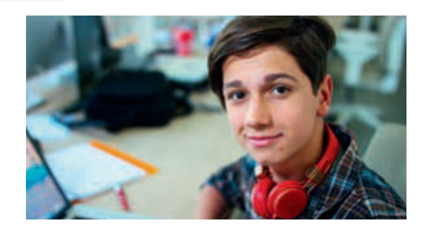
For more practice, go to the Ministry of Education website.

Listening

1 Listen to three teenagers and complete the information with these words.

~~cakes~~	exercise	food	hungry	sleep	snacks	tired





1 Ali eats too many cakes and doesn't do enough ....

2 Eman never eats fast food or .... She feels .... all the time and doesn't get enough ....

3 When Tamer is worried, he doesn't feel .... His mother gives him too much .... because she is worried about him.

2 Listen again and answer the questions.

1 Who gives Ali lots of cakes? The cook in his parents' restaurant.
2 Why doesn't Ali have time to do exercise? ....
3 Why doesn't Eman eat snacks? ....
4 When does Eman feel very hungry? ....
5 What is Tamer worried about at school? ....
6 What can't he tell his mother? ....

Life Skills

Make sure you have a balanced diet and eat some of all the types of food. Eat healthy snacks, sleep well and don't worry too much!

Reading

3 Read the advice and answer the questions.

1 Is the advice for Ali, Eman or Tamer? ....
2 Is it good advice? ....
3 Find and underline four phrases which we can use to give advice. The first one is underlined.

It's good that you don't eat fast food, but if you feel very hungry between meals, it's a good idea to have a snack. How about bringing a few healthy snacks to school on the days when you have athletics club? If you want to have more energy, why don't you try eating more food that gives you energy like rice and pasta? Perhaps you could eat a bigger breakfast in the morning, too.

Speaking

4 Work in pairs. Take turns to be A and B.

Student A: You are Ali or Tamer from Exercise 1. Explain your problems to Student B.

Student B: Listen to Student A and give him/her some advice. Use the expressions from Exercise 3 and some of the ideas below.

Speak to your parents. Take small amounts of food but finish them.
Do exercise after school. Explain the problem.
Do some drawing to relax. Exercise can help you relax.





For more practice, go to the Ministry of Education website.



Lesson 6

Reading

1 Read about Okinawa and answer the questions.

1. What sorts of food do people in Okinawa eat and not eat? ....
2. Which Okinawan meal is very healthy? Why? ....
3. What is the result of the Okinawans' healthy diet? ....



The Okinawan diet



I come from Okinawa in Japan and the diet on my island is very healthy.

This is for three main reasons. Firstly, we eat a lot of fresh vegetables. We eat green, purple and yellow vegetables like spinach, sweet potato and peppers. Furthermore, we don't have much fat in our diet: we only eat a little meat and a few dairy products. Another important thing is that we eat a very healthy breakfast. We have soup with spinach or eggs with rice, and this gives us lots of energy to start the day.

sweet potato



yellow pepper



spinach

As you can see, our diet is healthy. That's why Okinawans live a long time. Some of the oldest people in the world live on my island!

2 Complete the table with the expressions that the writer uses to introduce each point.

Topic sentence	The diet in our country is very healthy.
Point 1 (What Okinawans eat)	1 Firstly ....
Point 2 (What Okinawans don't eat)	2 ....
Point 3 (The third reason the diet is healthy)	3 ....
Conclusion	4 ....

Writing

3 Write about the Egyptian diet and why it is healthy in your notebook.

1. Copy the table and headings in Exercise 2. Make notes on points 1–3 for the Egyptian diet.
2. Write your topic sentence.
3. Decide what to say about Egyptian food in your conclusion.
4. Write the text. Use expressions from Exercise 2 to introduce your points.

For more practice, go to the Ministry of Education website.

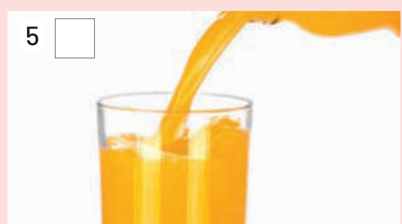
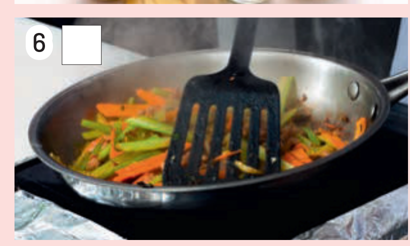


Review

1 Match the photos with these words and phrases.

a chop **b** dairy products **c** fast food **d** fry **e** juicy **f** pour

1 is fast food.

1 
2 
3 
4 
5 
6 

2 Choose the correct words to complete the dialogue.

Leila: [1]**Is / Are** there any cheese in the fridge? I don't need [2]**any / some** now, but I want to make a salad later.

Mother: I think there is a [3]**little / few** cheese. I'm going shopping now. [4]**Would / Do** you like me to buy [5]**some / little** cheese at the market?

Leila: Yes, please! Could you get a [6]**few / little** tomatoes, too? I don't have [7]**much / enough** for the salad.

3 Match to make sentences about how to make a fried egg.

1 [c] Pour a little oil
2 [ ] Heat the
3 [ ] Break
4 [ ] Fry the egg in the pan
5 [ ] Don't forget to
6 [ ] Serve on a plate

a with green salad.
b for three minutes.
c into a pan.
d the egg into the pan.
e add a little salt.
f oil before you start to cook.

4 Read the situations and take turns to ask for and give advice.

1 Your cousins are coming to visit on Saturday next week. They always make wonderful cakes and sweets for you and you want to make something for them. Unfortunately, you do not know how to cook!

2 You are studying for exams at the moment and you are staying up late and eating a lot of chocolate and biscuits. You do not do any exercise and you spend your free time texting your friends. You feel tired and unhealthy.



For more practice, go to the Ministry of Education website.

Unit 9

Lesson 1

Watch, listen and make

Reading: An internet chat message; a review of an art gallery; *Little Women*; a review of a film

Writing: A short review; a paragraph on a musician

Listening: A report about an orchestra; an invitation on the telephone

Speaking: Saying what people can do; talking about preferences and giving recommendations; inviting a person somewhere

Language: Talking about ability: *can*, *know how to* and *be able to*

Life Skills: Collaboration; respect for diversity

Discuss

Match the pictures to the activities. What do you think the people are getting ready for?

Find

Look through the unit. What are the names of the sisters in *Little Women*?

1


2

4


3


5


6


a painting scenery

b playing instruments

c writing a script

d sewing costumes

e doing make-up

f acting

Research

What are the names of Egypt's most famous concert halls and theatres, and where are they?

Reading

1 Read the chat messages about the activities on page 22.
Was your idea in *Discuss* correct?

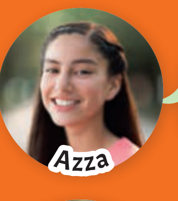


Mrs Medhat says we can have an end-of-year **show**! It will be about the play we read in the English class. I'm very excited, but I need help! Can anyone act or write scripts? We also need people who are able to do make-up, sew costumes, paint scenery and play instruments.



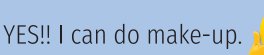


Cool! I can talk to the people at drama club about acting.



Mariam and I know how to sew costumes! We love clothes and Lara is THE BEST at doing make-up!





Manal

I can paint scenery if you want, but I can't do make-up. Are you able to help with music, Talia?



Yes, I can play the music! It sounds fun. Habiba, you are the best at writing, can you write the script?



Ok, I can try to write something ... You are all amazing!!! Thanks so much!



Remember!

Use **can, know how to** or **be able to** to talk about ability:

I **can** paint scenery if you want, but I can't do make-up.

Mariam and I **know how to** sew costumes.

Are you able to help with music?

2 Read the messages again and complete the table in your notebook.

Activity	Name
Acting	Lamar with the drama club

Language

3 Work in a group and ask and answer questions.

Find someone in the group who ...

	Name
• can play an instrument.	....
• knows how to sew.	....
• knows how to write a script.	....
• can paint well.	....
• is able to act.	....
• knows how to speak more than two languages.	....
• is able to swim.	....

Do you know how to play an instrument?

Yes, I do.

Are you able to swim?

No, I'm not, but I can sew.

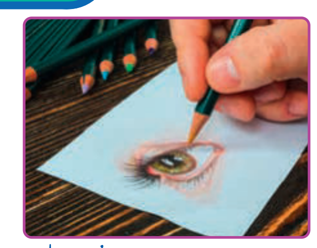
For more practice, go to the Ministry of Education website.

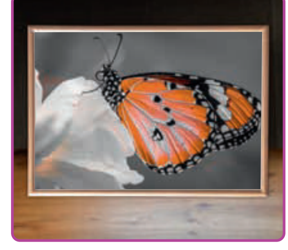
9 Lesson 2

Vocabulary

1 Match the photos to the different types of art.

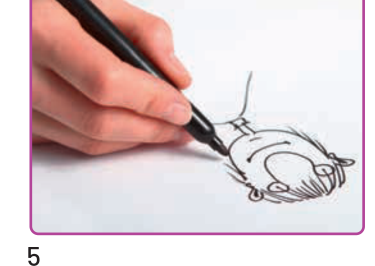
cartoon
~~drawing~~
photograph
portrait
pottery
sculpture


1 drawing


2 ....


3 ....


4 ....


5 ....


6 ....

2 Ask and answer the questions in pairs.

1 Which type of art from Exercise 1 is your favourite? Why?

2 Do you know how to do any of the types of art in Exercise 1? Which ones?

3 Would you like to learn to do any of these things? If yes, which ones?

Reading

3 Read the review and check the bolded words in your dictionary. Which types of art from Exercise 1 does it describe?

Review of the Museum of Modern Egyptian Art

By Wagdy Badr

Last month, I visited the Egyptian Museum of Modern Art in Cairo. Egypt is famous for its ancient art, but I was interested in seeing art by Egyptians from the 20th and 21st **centuries**.

From my point of **view**, the **artists** were really good because they showed what life was like in Egypt in the past and now. There were portraits of both important and normal Egyptian people. I thought the cartoons were also really cool! I also saw lots of **sculptures**, both big and small.

My favourite thing in the museum was a painting called *Al Madina* by Mahmoud Said. It made me feel happy because it was very colourful.



The best thing about the museum is that it is **free** to visit! I **recommend** visiting it if you are in Cairo, but it's a good idea to go early when it is not very busy.



4 Read the review again and answer the questions.

1. When did Wagdy visit the museum? He visited it last month.
2. Is the art only from this century? ....
3. Who were the portraits of? ....
4. What was the name of Wagdy's favourite thing in the museum and why did he like it? ....
5. How much is it to visit the museum? ....
6. Would you like to visit the Museum of Modern Art? Why? ....

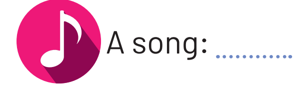
5 Work in pairs. Complete the table with the phrases from the review. Can you think of any other phrases to add to the chart?

Description	Giving opinions	Talking about preferences	Giving recommendations
famous	From my point of view	My favourite thing	I recommend

Speaking

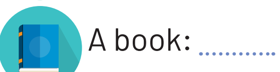
6 Work in a small group.

1. Think of a famous example for each of the things below.


A song: ....


A TV programme: ....

A film: ....


A book: ....


A sculpture: ....


A painting: ....

2. Discuss each of the things above using some of the expressions from Exercise 5.

Did you like the film of *Oliver Twist*?

I thought it was great! I recommend watching it.

Writing

7 Choose one of the things from Exercise 6. Write a short review. Include the following using the words and expressions from the table in Exercise 5:

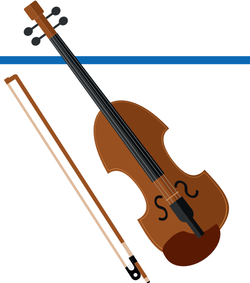
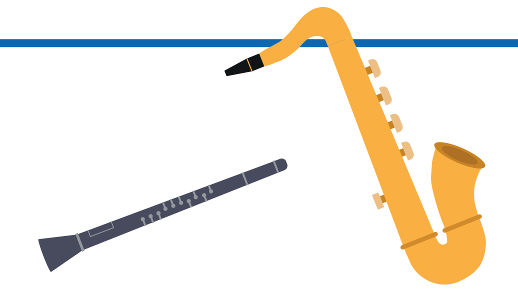
- a description
- an opinion
- a preference
- a recommendation



For more practice, go to the Ministry of Education website.



9 Lesson 3


Listening

1 Ask and answer the questions in pairs.



1 What type of music do you think the orchestra in the photo are playing? Do you think you would like the music?
2 Do you think it is difficult to be a musician? Why?
3 What skills do you think musicians need?
4 What type of music do you usually listen to?

2 **Listen to a radio report about the Al Nour Wal Amal Chamber Orchestra. What is special about the orchestra?**

3 **Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.**

1 This school for girls is in Cairo. T
2 Boys and girls can go to the school. ......
3 The students play music all day. ......
4 The orchestra plays in different countries. ......
5 Some of the musicians are blind. ......
6 The orchestra only plays Arabic music. ......
7 The musicians can read music with their hands. ......
8 The musicians remember the music that they play. ......

Did you know?

Many blind people read using a special kind of writing called Braille. It takes its name from Louis Braille, a blind Frenchman who invented it in the 1820s.

Speaking

4 Ask and answer the questions in pairs.

1 Did you find anything surprising about the Al Nour Wal Amal Chamber Orchestra? What was it? Why was it surprising?

2 What do you think would be the most difficult thing about being blind? Why?

3 Do you think it is a good idea to have special schools for blind people? Why?



Life Skills

Try to help disabled people by remembering the problems that they can have. Tick the things that you think will help a disabled person.

- ☐ Do not leave bags on the floor on public transport.
- ☐ Tell a blind person about objects on the street.
- ☐ Shout at a person if you think they can't hear you.
- ☐ Ask a person in a wheelchair if they need help.

5 Listen and repeat the names of these musical instruments. Which is your favourite?



6 Work in pairs.

Student A: You are a radio reporter. Write five questions you would like to ask one of the musicians of the Al Nour Wal Amal Chamber Orchestra. Then ask your questions to Student B.

Student B: You are one of the musicians in the Al Nour Wal Amal Chamber Orchestra. Imagine your life. For example: What's your name? What instrument do you play? Choose one from the photos above. Do you like being in the orchestra? Make some notes. Then answer Student A's questions.

Writing

7 Write a paragraph about a musician from Al Nour Wal Amal Chamber Orchestra in your notebook. Use your ideas from Exercise 6 and include the following information:

- an introduction to the orchestra and the musician (name, instrument, etc.)
- any interesting information from the interview
- your opinion of the orchestra and a recommendation





For more practice, go to the Ministry of Education website.

9 Lesson 4

Reading

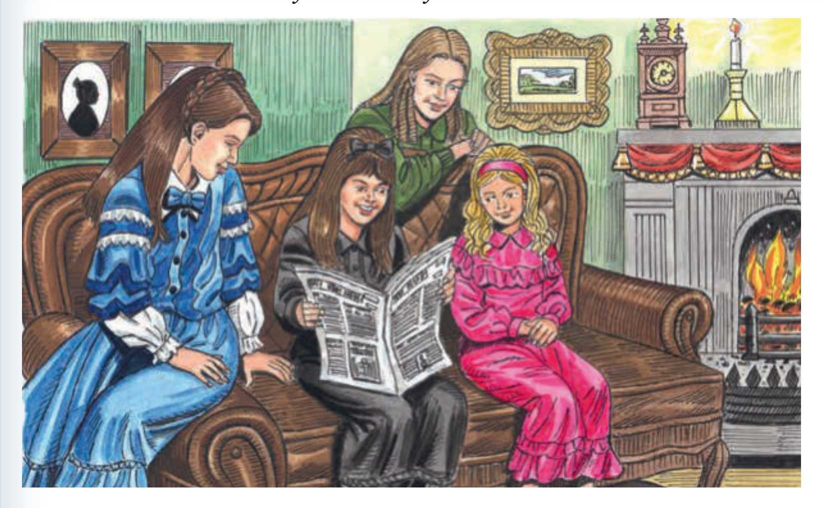
1 *Little Women* is a story about four sisters. Work in pairs. Look at the pictures and discuss the questions.

1. What are the characters doing in the picture?
2. Where do you think they are?
3. Do you think that the characters have a good relationship? Why/Why not?

2 Read the story and check your answers to Exercise 1.

3 Look at the verbs in **red** in the text. Use a dictionary to check the meaning. Write them in your notebook.

Little Women *By Louisa May Alcott*



Meg, Beth and Amy were sewing when Jo came into the room with a newspaper. She sat down and started to read it.

"Anything interesting?" asked Meg.

"Oh, only a story," Jo replied.

"What's it called?" asked Beth. She **wondered** why Jo was **hiding** behind the newspaper.

"It's called *The Rival Painters*," said Jo.

"Why don't you read it to us?" asked Amy.

Jo started to read it very quickly. The girls listened carefully. The story was very sad.

"I liked it," said Meg at the end. She was **crying** a little. "Isn't it strange that the characters are called two of our favourite names?"

Beth saw Jo's face. "Who wrote the story?" she asked.

Jo jumped up, threw the paper down and said, "Your sister!"

"You?" shouted Meg. "It's very good!" said Amy.

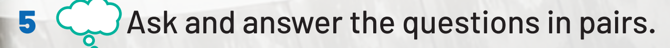
"I knew it! I knew it! Oh, I am so proud!" said Beth, **hugging** her sister.

Speaking

4 Work in pairs.

Student A: Choose a verb from the box. Act out the word.

Student B: Try to guess what word Student A is acting. Then swap roles.



cry	hide	hug	jump	read	sew	throw	wonder	write

5 Ask and answer the questions in pairs.

1. Why do you think that Jo reads the story before she tells them she wrote it?
2. Why does Beth say she is "so proud"?
3. Do you think that Beth really knew that Jo was the writer? Why?
4. Do you think it is difficult to write a good story? Why?
5. How do you feel if someone in your family does something well?



For more practice, go to the Ministry of Education website.

Speaking

1 Ask and answer the questions in pairs.

1 Do you ever watch films of famous books? If yes, which ones and do you like them?
2 Would you like to see a film of *Little Women*? Why/Why not?

Listening

2 Listen to a telephone conversation between two friends and complete the notes.




Where: [1] Warda's house
When: [2]
What: [3]
What they should bring: [4]
Time: [5]

3 Listen again. Complete these phrases from the conversation.

1 I was wondering if you would like to ...?
2 .... you like to watch ...?
3 Shall I ....?
4 .... you bring some ...?
5 What time .... I come?

4 Which of the phrases from Exercise 3 do you use for the following?

1 invitations 1 and ......
2 requests ...... and ......
3 offers ......
4 asking for information ......

Speaking

5 You are going to invite someone to your house. Circle the event, then complete the notes.

What: watch a film / listen to music / a family party / other
When:
Where:
What they should bring:
Time:

6 Work in pairs. Take turns to invite your partner to your event from Exercise 5. Use some of the expressions from Exercise 3.

I was wondering if you would like to come to my house tomorrow?



For more practice, go to the Ministry of Education website.

Writing

1 Read the film review. Does the writer like the film or not?



A review of *Jurassic World*

Jurassic World is an adventure film. The stars of the film are Chris Pratt and Bryce Dallas Howard. It is about a **theme park** where scientists have helped dinosaurs to live again! Then some of the dinosaurs **escape**. What will happen?

I thought the **action** was exciting and my favourite thing was the scary dinosaurs; they look very real. But, in my opinion the story isn't very interesting or new. I recommend this film if you like exciting and scary films, but not if you want a good story.

2 Read the review again and answer the questions.

1 What type of film is *Jurassic World*? It's an adventure film.

2 What word does the reviewer use instead of *actors*? ....

3 Where does the film happen? ....

4 What problem happens in the film? ....

5 What does the writer like best about the film? ....

6 What doesn't the writer like about the film? ....

3 In what order does the writer put the following information in the review? Listen and check your answers.

a ☐ Write about what they don't like about the film

b ☐ Recommend or not recommend the film

c 1 Give some information about the film (type, main actors, etc.)

d ☐ Write about what they like about the film

e ☐ Write something about the story of the film

4 Write a film review.

- Think of your favourite film or the last film you saw and write a review in your notebook.
- Remember to use describing words to say what you think about it (exciting, boring, interesting, amazing, cool, etc.).

5 Read your partner's review. Would you like to see the film they wrote about? Why/Why not?

For more practice, go to the Ministry of Education website.

Review

1 Complete the table.

cry ~~costume~~ escape hug instrument make-up
musician orchestra scenery

Play	Concert	Verbs
costume		

2 Look at these words. Tell your partner three things you can do and three things you can't do.

do calligraphy draw make films
make pottery make sculptures paint
take photos write stories

I'm able to draw and paint, but I don't know how to do calligraphy.

3 Complete the conversation with the correct words. Then listen and check your answers.

cool could Shall should ~~wondering~~ Would

Sami: Hi Omar, I was [1] wondering if you were busy tonight.

Omar: No, I'm not busy. Why?

Sami: [2] ………… you like to come to my house to listen to some music?

Omar: Yes, that sounds [3] …………! [4] ………… I bring anything?

Sami: Yes, [5] ………… you bring your guitar and we can play some songs, too?

Omar: Good idea! What time [6] ………… I come?

Sami: About 8 pm. See you then!

Project

Give a presentation about your favourite artist, actor or musician.

1. Work in a small group. Decide on an artist, actor or musician that you all like.
2. Research some information about this person's life and work.
3. Make a presentation. Include:
   - information about their life
   - why they are famous
   - your opinion about why you like them
4. Present your ideas to the class.


Ammar El Sherei
An Egyptian musician



For more practice, go to the Ministry of Education website.

Review C

Lesson 1

Reading

1 Read the medical advice and complete the sentences with *should*.

1. If you meet other people, you should stand 1.5 metres from them.
2. If you enter or leave the stadium, ...
3. If you are a player, ...
4. If you are not a player, ...
5. If you have an interview after the game, ...



Medical advice for people at the 2021 Handball World Championship

- Stand 1.5 metres from other people.
- Enter and leave the stadium through the correct doors.
- Take a test for **COVID-19** every 72 hours.
- Only players do not need to wear a **mask**.
- Only online interviews after games.

2 Choose the correct words.

There will be a [1] **lot of / little** players at the 2021 Men's Handball World Championships. The Championship's medical committee want to make sure that all the people at the competition [2] **are able to / know how** play together safely. For that reason, they want only [3] **a few / little** people to use the doors to the stadium at the same time. People who are not playing need to wear a mask. You can find [4] **a lot / a little** of these just outside the stadium and they are free to use. All players should [5] **can / know how to** get a COVID-19 test every 72 hours.

Reading

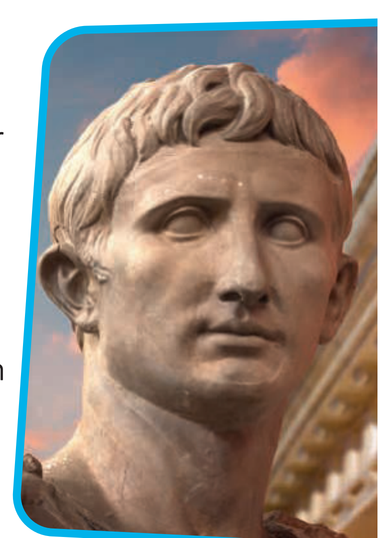
3 Complete the review with these words.

acting action costume ~~play~~ script scenery

Review of *Julius Caesar*

Last night, I went to see *Julius Caesar*. It's a [1] play by the English writer William Shakespeare, but it's about a Roman **ruler**. Caesar's [2] .... made him look very important! The [3] .... was amazing and it really looked like Ancient Rome.

In my opinion, the story is very sad and I cried at the end. From my point of view, the actor who played Caesar was the best but all the [4] .... was very good. I will never forget this play, but there wasn't much [5] ....; it was mostly talking. And it was three hours long! If you watch a Shakespeare play, you should know that the language of the [6] .... is different to modern English so it can be difficult to understand, but I liked it.



4 What did the writer like about the play? What didn't he like? Write in your notebook and say why.



Speaking

1 You are at a picnic with your partner. Work in pairs.

1. Ask your partner what he or she likes from the picture.
2. Take turns to offer each other the food and drink with *would like*, *a little* or *a few*.
3. Reply to the offers, but say no to one thing. Say why.

Would you like a few olives?

I like olives, but I don't like grapes.



Listening

2 Listen to Heba and Sara talking about food. What do they spend too much time doing?

3 Listen again and complete the table.

	Heba	Sara
Favourite food	mangoes	
Knows how to make		
Problems		

Speaking

4 Look at the problems in the table. Do you think that Heba and Sara have the right amount of exercise, sleep and healthy food? Agree on advice that you could give them.

Writing

5 Read the notice and write an email to Mr Zaki in your notebook.

- Introduce yourself (name, age, etc.) and say why you are writing.
- Say why you would like to help.
- Talk about three things you know how to do which will be useful.
- Say that you are looking forward to hearing from him.

HELP WITH SPECIAL CONCERT AT CHILDREN'S HOSPITAL!

You don't need to know how to play an instrument or sing, but we need people who can paint scenery, help with make-up and costumes and help the children before and after the concert.

Email Mr Zaki, the music teacher, if you would like to help.

For more practice, go to the Ministry of Education website.

Unit 10

Lesson 1

We are what we wear

Reading: An article about Egyptian clothes now and in the past; a blog about what teenagers wear; a text about linen and cotton; an advert

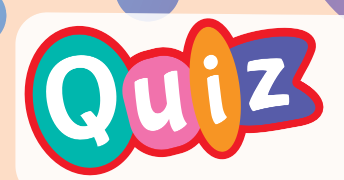
Writing: An advert to sell something

Listening: People talking about their clothes; a conversation in a clothes shop

Speaking: Discussing and describing clothes; shopping for clothes

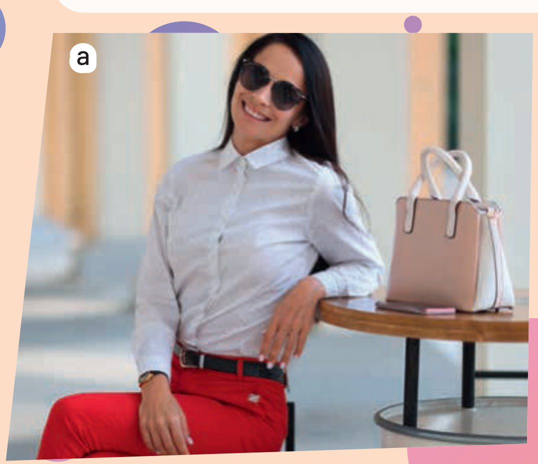
Language: Adjective order; *one, ones*

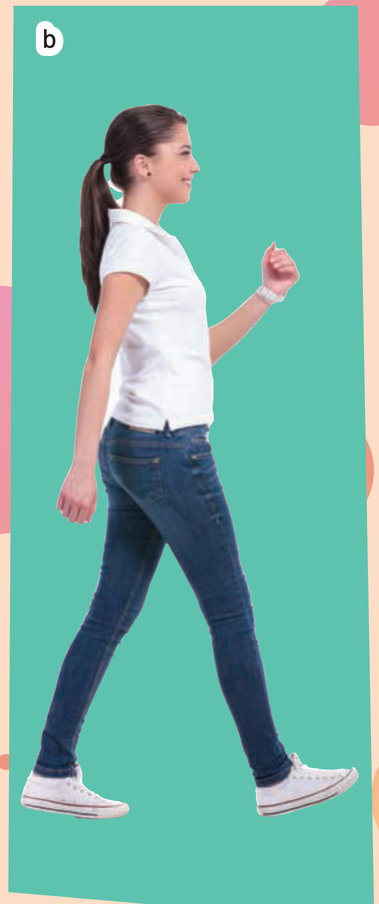
Life Skills: Respect for diversity



Find these items in the photos. Who can finish first?

belt earrings handbag headscarf galabeya sandals scarf sunglasses trainers

a


b


Research

What type of material is best for a hot climate?

c


d


Find

Look through the unit. Why is Egypt good for growing cotton?

Speaking

1 Discuss these questions in pairs.

1 What other types of clothes can you see in the photos on page 34? Describe them with your partner.

2 Whose clothes do you think look ...

- the smartest?
- the most colourful?
- the most traditional?
- the most casual?
- the most comfortable?
- the nicest?

Listening

2 **Listen to four people talking about their clothes. Match the people with the photos on page 34.**

1 Huda: Photo a
2 Tarek: Photo ☐
3 Sara: Photo ☐
4 Adam: Photo ☐



3 **Listen again and answer the questions.**

1 How does Huda like to feel in her clothes? Comfortable and relaxed
2 Who gave Huda her sunglasses? ....
3 When does Tarek wear this type of clothes? ....
4 Why does Tarek wear these clothes? ....
5 Where did Sara buy her headscarf? ....
6 What does Sara say about the colour of her headscarf? ....
7 Why is Adam wearing these clothes? ....
8 Who does Adam think he looks like? ....



Life Skills

1 Do you think what people wear is important? Why?
2 How do you decide what to wear? Do you listen to the opinions of your friends and family about clothes?
3 What things can you know about someone from his or her clothes? What can't you know?

Did you know?

People started wearing clothes about 170,000 years ago, probably to keep warm!



For more practice, go to the Ministry of Education website.

10 Lesson 2

Reading

1 Discuss these questions in pairs.

1 What are these materials? Check the meanings in a dictionary.

cotton	glass	gold	leather	linen	plastic	metal	wool

2 What do you think the clothes and jewellery in the picture are made of?

3 What are the clothes you are wearing today made of?

2 Read about clothes in Ancient Egypt. What did the people love to wear?

Clothes in Ancient Egypt



In Ancient Egypt, men and women wore similar clothes. They both wore **loose**, white, linen clothes with a belt. Most of the time, Ancient Egyptians did not wear shoes but people sometimes wore expensive leather sandals. Children did not usually wear many clothes until they were about six years old. Then they started to wear the same clothes as their parents.

Although Ancient Egyptians' clothes were simple, they loved to wear **heavy**, metal jewellery. Like some people today, they liked to wear beautiful gold **necklaces** and other jewellery.

3 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 In Ancient Egypt, men and women didn't dress very differently. T

2 Clothes made of linen were popular. ......

3 Not many people wore shoes. ......

4 Small children wore many clothes. ......

5 Sandals cost a lot of money. ......

6 People never wore expensive jewellery. ......



4 Discuss these questions in pairs.

1 How are the clothes we wear today different from those in Ancient Egypt?

2 How are they similar?

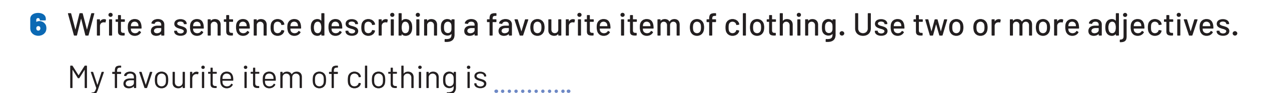
3 Do you think Ancient Egyptian clothes look nice? Why?

Language

5 Put the adjectives in the correct order.

1 skirt (blue / beautiful) It's a beautiful, blue skirt.
2 scarf (colourful / cotton) ....
3 necklace (old / short / gold) ....
4 shoes (leather / strange / big) ....
5 sunglasses (black / expensive / plastic) ....
6 jumper (purple / nice / wool) ....

6 Write a sentence describing a favourite item of clothing. Use two or more adjectives.



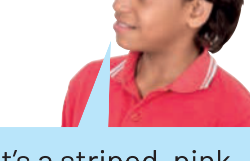
My favourite item of clothing is ....

Speaking

7 Work in pairs. Take turns to describe something in the photo for your partner. Try to find the item your partner is describing.







It's a striped, pink, cotton scarf.





It's a beautiful, brown and orange necklace.

Adjective order

Use more than one adjective in this order. Do not use more than three or four adjectives.

Size/Description	Shape	Age	Colour	Material	Noun
big/pretty	long	old	green	cotton	dress

Rich Egyptians wore **beautiful, gold** necklaces.
She likes **loose, white, linen** clothes. He wore a **green, cotton** shirt.



For more practice, go to the Ministry of Education website.

10 Lesson 3



Reading

1 Discuss these questions in pairs.

1. How do you choose what you wear? Do you care more about how you look or being comfortable?
2. Do you ever make your own clothes or borrow clothes from your family? Why?
3. What do you wear for special occasions?

2 Read the blog. Where did the three people get the clothes they talk about?

What do you wear?

This week, we asked three Egyptian teenagers what they wear and why.
Use the dictionary to find the meaning of difficult words.

Noha



I bought this shirt from a shop in Cairo, but I'm trying to buy fewer clothes. Clothes factories cause a lot of pollution, so they are bad for the environment. So sometimes I **borrow** my sister's clothes. She borrows mine, too, because we are the same **size**.

Ayman



These trainers were my dad's. He never wore them, so I asked if I could have them. I like doing sport and these trainers are much better than the ones I used to wear. I usually wear sports clothes because they are comfortable.

Dalida



This is my school uniform. I have to wear it every school day. That beautiful dress is the one my grandmother made me for my cousin's wedding. She's amazing at sewing! She always makes us clothes for special occasions.

3 Read the blog again. Tick (✓) the correct people.

Who ...	Noha	Ayman	Dalida
1 chooses clothes that are good for a hobby?		✓	
2 often wears the same clothes?			
3 has clothes someone else used to own?			
4 is trying to change how they shop?			
5 has their clothes made by a family member?			

Language

4 **Read and correct the underlined words.**

1. Where did you get that sunglasses? those
2. Shall I buy this blue T-shirt or that green ones? ....
3. Do you prefer these dress or that one over there? ....
4. I bought this shoes last week in the market. ....
5. Those earrings are the one my mum gave me. ....

one, ones

Use **one** (singular) or **ones** (plural) to replace repeated nouns in a sentence.

That beautiful dress is the **one** my grandmother made me.

These trainers are much better than the **ones** I had before.

Speaking

5 **Discuss these questions in pairs.**

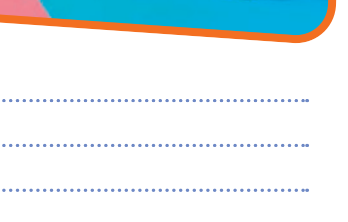
1. How many pairs of shoes do you have? Which ones are your favourite?
2. Which clothes shops do you like? Which one is your favourite?
3. How many bags do you own? Which one is your favourite?

How many pairs of shoes do you have?

I have about four pairs of shoes, but my trainers are my favourite ones.

Remember!

Use **this** (singular) or **these** (plural) to talk about things near us.
This shirt is from a little shop in Cairo. **These** were my dad's.
Use **that** (singular) or **those** (plural) to talk about things not near us.
That beautiful dress is mine. **Those** skirts are my sister's.



Writing

6 **Write about a special item of clothing.**

- Describe what it looks like.
- Say where you got it.
- Explain when you wear it and why you like it.

....

....

....

....

....





For more practice, go to the Ministry of Education website.

10 Lesson 4

Reading

1 Read the article. Did the Ancient Egyptians make the same types of material as now?



Egyptian linen and cotton

[1] Egypt is famous for growing **crops** to make material. The Ancient Egyptians grew plants by the Nile to make linen. Almost everyone wore clothes made of linen and they also used the plants to make baskets.

[2] Today, Egyptian cotton is famous all over the world. Because cotton from Egypt is very good, it is often used to make **luxury** clothes and things for homes. Many people work in the cotton **industry**, from farmers to people making or selling clothes and material.

[3] The climate and soil in Egypt are **perfect** for growing cotton. Water from the Nile is still used for the crops. All of the cotton is **picked** by hand to keep it **soft**.

[4] When you grow cotton, it uses a lot of water and **chemicals**. Now, the government is trying to help farmers to protect the **environment** and use less water.

2 Look at the words in bold in the text. Match the words and the definitions.

1. not hard to touch soft
2. expensive and good quality ....
3. (flowers or fruit) broken off a plant ....
4. a large amount of plants that are grown to be sold ....
5. something produced by a scientific process ....
6. as good as it is possible to be ....
7. a business making things to sell ....
8. the people and things around you in your life ....

3 Read the article again and match paragraphs 1–4 with the headings a–d.

a [ ] Modern cotton
b [ ] A greener future
c [1] Linen in the past
d [ ] Why cotton is grown in Egypt

Speaking

4 Discuss these questions in groups.

1. Can you think of any ways that cotton farmers can do to protect the environment and use less water?
2. What other industries are important to Egypt?
3. Do you think it is important for businesses to help the environment? Why?



For more practice, go to the Ministry of Education website.

Speaking

1 Discuss these questions in pairs.

1 Do you own anything that is made from Egyptian cotton? What is it?

2 Where do you usually buy clothes?

Listening

2 Listen to a conversation in a shop and answer the questions.

1 What does the girl want to buy? A dress

2 What special occasion does she want it for? ....

3 What colour doesn't she like? ....

4 What is the problem with the first dress? ....

5 What does she do with the second dress? ....

6 Describe the dress that she buys. ....



3 Listen again and put these phrases in the order that you hear them.

a ☐ Do you have a smaller size?

b ☐ I'd like something like this.

c ☐ I'll take it!

d ☐ Could I try it on?

e 1 Can I help you?

f ☐ Does it fit?

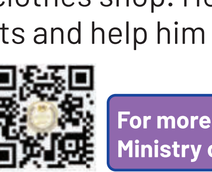
g ☐ The changing room is here.

Speaking

4 Work in pairs. Take turns to be A and B.

Student A: You are a customer in a clothes shop. You want to buy something for a special occasion. Remember to try it on to check the size!

Student B: You work in a clothes shop. Help Student A find something to buy. Remember to ask what he or she wants and help him or her to find the right size, colour, etc.



For more practice, go to the Ministry of Education website.

10 Lesson 6

Reading

1 Read the advert and answer the questions.

1. Who do you think wrote the advert? ....
2. Why is the person selling the bag? ....
3. Would you like to buy this bag? Why? ....

BAG FOR SALE



I'm selling a beautiful, new, black leather handbag. It was a present for my birthday but I already have one that is the same! It is very large and perfect for work or school. The price is LE 500. Email me for more information.

2 Read the advert again and complete the first half of the table.

To sell:	a handbag	
Age:		
Colour:		
Material:		
Size:		
Price:		

Writing

3 Think of something you could sell. Complete the second half of the table in Exercise 2.





4 Write an advert for the thing you want to sell in your notebook.

- Use the information from the second half of the table.
- Include extra information. For example, give your opinion of the object (beautiful, cool, etc.), where it is from or why you are selling it.

Speaking

5 Read your partner's advert. Do you want to buy what they are selling? Why/Why not?

I'd like to buy your belt because I need a new one and yours looks very nice.



For more practice, go to the Ministry of Education website.



Review

1 Describe something in the picture to your partner. Do not say its name. What is it?





2 Look at the picture again. Write a description of four things using two or more adjectives.

1 She is wearing a nice, long, blue scarf. 2 ....
3 .... 4 ....

3 Choose the correct word.

1 I like **this / these** smart, red, cotton T-shirt.
2 Are you wearing your brown shoes or the black **one / ones**?
3 Can I buy **those / that** earrings in the window?
4 I like **ones / that** black, leather handbag! Is it new?
5 Which socks are you going to wear? These **one / ones** or **those ones / that ones?**
6 **This / That** market is amazing! There are so many cool things here.

4 Complete the conversation in a shop. Then role-play the conversation in pairs.

changing fit ~~help~~ like size take try

Shopkeeper: Can I [1] help you?
Customer: Yes, I'd [2] .... to buy these jeans, but could I [3] .... them on first?
Shopkeeper: Of course, the [4] .... room is over there.
Customer: Thank you.
Shopkeeper: Do they [5] .... you?
Customer: No, they're too small. Do you have a bigger [6] ....?
Shopkeeper: Yes, here you are.
Customer: They're great. I'll [7] .... them.

5 Write a short advert to sell these sunglasses.

NEW

For more practice, go to the Ministry of Education website.



Lesson 1

The future of our planet

Reading: Online posts about helping the environment; texts about a school trip; an article about teenage inventors; a postcard
Writing: A paragraph about an environmental problem; a holiday postcard
Listening: Identifying what is going to happen; a radio programme about environmental problems; a teacher talking about drones; a discussion about making arrangements
Speaking: Making predictions and future plans; suggesting solutions; giving opinions
Language: *be going to* and the present continuous for the future
Life Skills: Problem solving; Negotiation; Collaboration

Discuss

What are the people doing? How are they helping the environment? Match a verb and a noun with each photograph. Then listen and check.

install	pick up
~~plant~~	recycle
reuse	save

mobile phones	plastic bottles
rubbish	solar panels
~~trees~~	wildlife

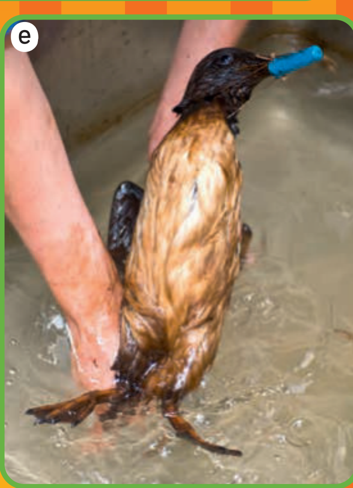
a


plant trees

b


c


d


e


f


Research

Find out about a project started by a teenager or teenagers to help the environment.

Find

Look through the unit. Where do people want to plant trees at Ras Mohammed?





Reading

1 Read some online posts from teenagers who want to help the environment. Match each post with one of the photos from page 44. Use a dictionary to search for difficult words.

1 ☐ The rivers in Kaziranga National Park in India often flood and the problem is getting worse because of climate change. Later this year, I'm going to help my father to save wildlife from the flood water. This can be dangerous, but my father works in the park and he knows how to keep me safe!

2 ☐ There's a lot of air pollution from the traffic in our city and this is very unhealthy. Trees are good for the environment and help **reduce** air pollution – so next week, we're going to plant trees on the **roof** of our school and make a school roof garden.

3 ☐ I love phones, but I know that throwing away old phones can be bad for the environment. I started a project in school to recycle mobile phones. From tomorrow, people are going to bring us their old phones and we're going to reuse parts from them to repair other phones.

2 Read the posts again. Are these sentences true (T) or false (F)?

1 In Kaziranga National Park, it sometimes rains a lot. T
2 The work in India is dangerous for the person sending the online post. ......
3 The roof garden will help people to be more healthy. ......
4 They are going to plant trees in front of their school. ......
5 It is a good idea to throw away old mobile phones. ......

Language

3 Choose the correct word.

1 The boy in India is going to help his father **today** / **later this year**.
2 The students are going to plant trees **tomorrow** / **next week**.
3 People are going to bring in their old phones from **tomorrow** / **next Saturday**.



be going to for intentions

Use **be going to** + verb to talk about intentions that have been decided.

I'**m going to** help my father.
What **are** you **going to** do?
He **isn't going to** throw away his old phone.
How **is** she **going to** help the environment?

Speaking

4 Make questions about your future intentions. Then ask and answer the questions in pairs.

1 do / at the weekend? / are you / What / going to
What are you going to do at the weekend?
2 are / Where / to go / next holiday? / you going / for your ....
3 your / improve / are you / How / English? / going to ....
4 recycle / your / Are you / going to / old? /mobile phone / when / it's ....



For more practice, go to the Ministry of Education website.

11 Lesson 2

Language

1 What is going to happen? Match the photos with the sentences.








1 [e] The snow is going to melt.
2 [ ] There's going to be a drought.
3 [ ] He isn't going to catch the bus.
4 [ ] The tree is going to fall down.
5 [ ] There's going to be a storm
6 [ ] The river is going to flood.

Listening

2 Listen and complete the sentences with the correct form of these verbs to say what is going to happen.

~~be late~~ get off get up go swimming go to bed win

1 They are going to be late.
2 Huda ....
3 He ....
4 They .... the bus.
5 Farida .... the race.
6 Omar ....

be going to **for making predictions**

Use **be going to** + verb to make predictions about the future based on what we can see or know (existing evidence).

It **is going to** rain. (I can see some dark clouds.)

The students **are going to do** very well in their exams. (They always get good marks.)

Speaking

3 Work in groups. Make predictions about the following with *be going to*. Which group can make the most sentences?

1 The students didn't do their homework.

The teacher is going to be angry.

The students aren't going to understand the lesson.

They are going to have to do extra homework tonight.

2 My alarm clock didn't go off this morning.
3 It's nearly the end of the holidays.
4 It's lunchtime but I forgot my lunch.
5 Hanna's phone is ringing.



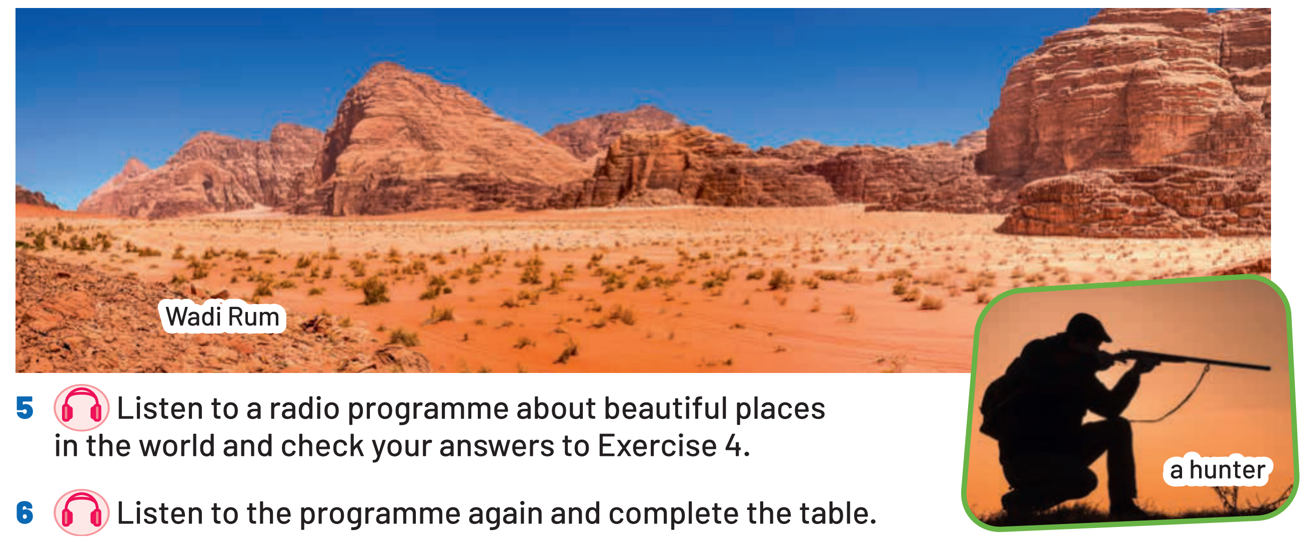
Listening

4 Discuss these questions in pairs.

1 Do you know the place in the photograph? Where is it?

2 What kind of environment is it?

3 What sort of environmental problems do you think there are here?



5 Listen to a radio programme about beautiful places in the world and check your answers to Exercise 4.

6 Listen to the programme again and complete the table.

ENVIRONMENTAL PROBLEMS	Tourists leave rubbish.
	Some tourists drive across the desert which can damage ....
	Hotels use ....
	Hunters .... desert animals.

Speaking

7 Work in small groups. Discuss the four environmental problems in the table and try to find a solution for each one. Use some of these expressions.

- Make ... more expensive ...
- Stop people from ... -ing
- Use camels ...
- Recycle ...
- Ask local people to ...
- Build ....

I think they should stop people from driving across the desert.

8 Present your solutions to the class.

- Explain what you are going to do to solve these environmental problems.
- Have a vote on the best solutions.



Life Skills

1 Do you think it is best to find solutions to a problem on your own, or as a group? Why?

2 If you work in a group, how can you decide whose solution is the best one?



For more practice, go to the Ministry of Education website.

11 Lesson 3

Speaking

1 Discuss these questions in pairs.

1. The photos show drones. What do you think we can use drones for?
2. How do you think drones are going to help the environment in the future?



Listening

2 Listen to a science teacher talking about drones and check your answers to Exercise 1.

3 Listen again and answer the questions.

1. What does **remote control** mean? It means you can control drones from the ground.
2. In what ways are deliveries by drone better for the environment than using lorries? ....
3. How do drones help wildlife? ....
4. What example of a dangerous job does the scientist talk about drones doing? ....
5. How can drones help to plant trees? ....

Speaking

4 Discuss these questions in pairs.

1. Can you think of any useful ways we could use drones in Egypt?
2. Would you like to have a drone? Why/Why not?
3. What problems might there be with using drones?



Language

5 Put the time expressions in the correct order from now to the future.

in three weeks · tomorrow · ~~in five minutes~~ · this afternoon/evening · the day after tomorrow · next week · in 10 days' time

Now 1 in five minutes 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Future



Reading

6 Discuss these questions in pairs.

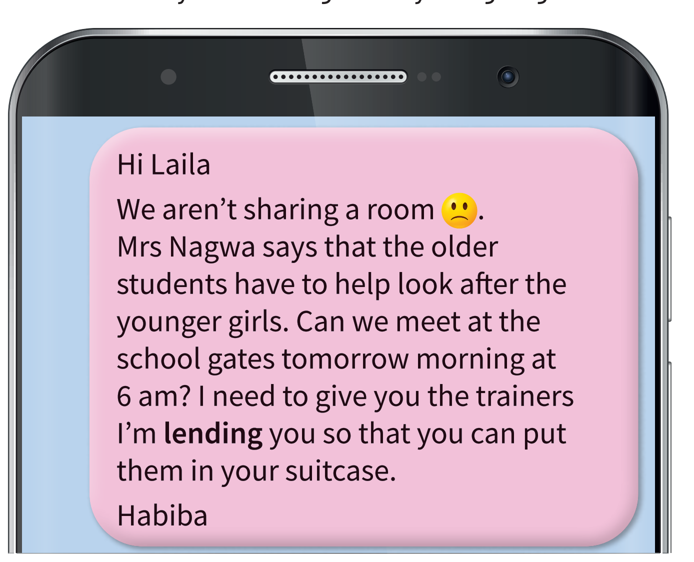
1. What do you know about Ras Mohammed Nature Reserve?
2. What do you think you can see and do there?

7 Read the letter and text message about a school trip to Ras Mohammed. Complete the sentences. Use a dictionary if you don't know the meaning of a word.

1. The school is going on a trip to Ras Mohammed from tomorrow to .... June.
2. The students are leaving the school at .... on .... morning.
3. On Monday and Tuesday, they are going swimming and visiting the ....
4. On Wednesday, they are taking part in a nature conservation project in the ....
5. Laila is meeting her friend .... at .... at the school gates.
6. Laila and Habiba aren't .... a room because they're looking after younger girls.

Dear parents

The bus will be leaving for Ras Mohammed from the school tomorrow at 6.30 am and returning in five days' time at 12.30 pm on Thursday 11th June. Please make sure that your daughter has **suitable** clothes for the swimming and diving trips to the coral reefs on Monday and Tuesday. They will also need good trainers and a sunhat for the visit to the **mangrove** forest on Wednesday. We will be taking part in the **conservation** project in the mangrove forest and helping to plant new trees.


Hi Laila

We aren't sharing a room 🙁.
Mrs Nagwa says that the older students have to help look after the younger girls. Can we meet at the school gates tomorrow morning at 6 am? I need to give you the trainers I'm **lending** you so that you can put them in your suitcase.

Habiba

Speaking

8 Work in pairs. Take turns to ask and answer about your future plans using each time expressions from Exercise 5.

What are you doing this afternoon?

I'm doing my maths lesson.

Remember!

Be going to is used to express future plans that are mere information and not finished plans.

The present continuous is used to express finished future plans that are accompanied with arrangements.

I'**m visiting** the dentist at half past four next Thursday.

We'**re catching** our train at 12.30. We **aren't taking** the bus.



For more practice, go to the Ministry of Education website.



Lesson 4

Reading

1 **Discuss this question in pairs.**

Look at the photos in the article. What do you think it is about?

2 **Read the article and check your answers to Exercise 1.**

3 **Look at the words in bold in the article. Match the words and the definitions.**

1 tools that take things out of liquids such as water filters
2 microorganisms that are everywhere but are too small to see and can make you ill ....
3 an organised way of doing something ....
4 the place or position of a particular area of land ....
5 things you can make in chemistry ....
6 good for the environment ....

4 **Read the article again and answer the questions.**

1 In what way is plastic bad for the environment? It kills wildlife.
2 How does Boyan's system take plastic out of the seas? ....
3 What made Deepika want to invent a system for cleaning water? ....
4 What does Deepika use to clean water? ....

Speaking

5 **Discuss these questions in pairs.**

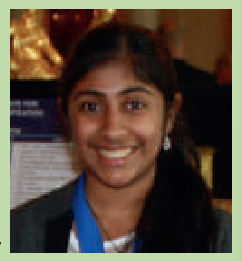
1 Which do you think is the best or most useful invention? Why?
2 Which other environmental problems in the world do we need green inventions to help us solve?

Fantastic green inventions by teenagers



Green inventions are **environmentally-friendly**. These inventions present solutions to environmental problems without damaging the environment.

Boyan Slat was a student in Holland when he invented a **system** to take plastic rubbish from the sea. There is a lot of plastic in our seas, which kills lots of wildlife. Boyan's system is called Ocean Cleanup Array. It uses machines whose arms have lots of **filters** on them. These filters take the plastic out of the sea water, without hurting sea life.



Deepika Kurup was 14 when she invented a **green** system for cleaning water and making it safe for people to drink. When she visited her grandparents in India, Deepika saw children drinking water from a dirty canal. Before this, systems for cleaning water were expensive and used dangerous **chemicals** which pollute the environment. Deepika's system is cheap and uses light from the sun to kill **bacteria** in water.



Five Egyptian students from Kafr El-Sheikh STEM School were able to develop an app to help small farmers save water and energy. In this app, farmers complete a simple form with information about their farmlands. This form is connected to a smart app which tells farmers the right amount of water that they need to irrigate their lands. The app also determines the amount of energy and the number of workers the lands need, according to their **location** and the season.

For more practice, go to the Ministry of Education website.





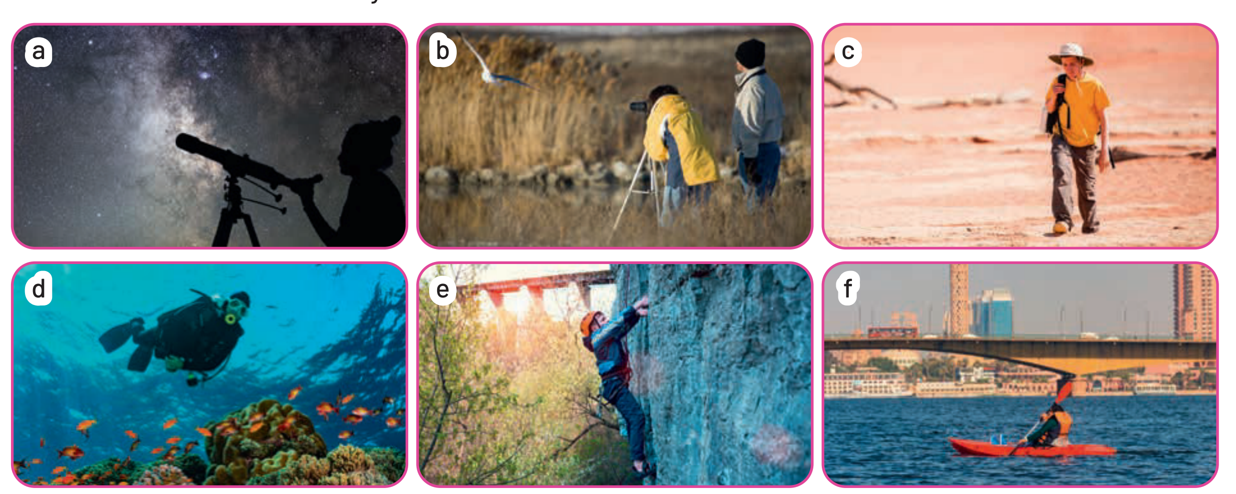


Speaking

1 Discuss these questions in pairs.

1 Do you know the names of all the activities in the photos? Use a dictionary to help you.

2 Which one or ones have you tried?



Listening

2 Listen to three teenagers making arrangements. Which two of the activities from Exercise 1 do they talk about?

3 Listen again and answer the questions.

1 Why doesn't Amir want to go rock climbing this afternoon? There are two reasons.
He thinks it is scary. ....

2 Does Amir agree to go tomorrow? ....

3 Why isn't Amir's brother going to the desert? ....

4 When and where are they meeting tomorrow? ....

4 Listen again and put these phrases in the order that you hear them.

a ☐ I'd love to ...
b ☐ 1 ... looks a bit scary to me!
c ☐ ... he'd get cold and bored!
d ☐ I've always wanted to learn ...
e ☐ I think it sounds really exciting!
f ☐ It might be fun.

Speaking

5 Work in pairs.

1 Take turns to suggest doing some of the activities from Exercise 1.

2 Give your opinion about the activities using some of the expressions from Exercise 4.

3 Then work with another pair. Decide as a group on two activities you are going to do together and agree on a time and place to meet.



For more practice, go to the Ministry of Education website.



Reading

1 Read the postcard and answer the questions.

1 Where is Heba now? She is in Siwa.
2 What is she doing? ....
3 Who is she staying with? ....
4 Why does she think her parents' friends are kind? ....
5 What did she do yesterday? ....
6 What is she looking forward to doing tomorrow? ....



Dear Nahla

I'm having a fantastic time with my family in Siwa. Today, we had a picnic on Fatanas Island. At the moment, I'm sitting by the water and watching the sunset. It's very beautiful.

We're staying with my parents' friends and they are very kind. When we arrived the day before yesterday, it was very late. They still wanted to get up and make us dinner, and they bring us fresh dates for breakfast every day.

Yesterday morning, we visited Shali Fortress and the Siwa museum. I've always wanted to go there. I learnt such a lot of history in one morning. Tomorrow, we're going to visit the Siwa salt lake. I'm looking forward to visiting it. It sounds really interesting.

Lots of love

Heba

2 Find time expressions in the postcard for the following.

1 present today, ..., ...
2 past ...., ...
3 future ....

3 Read and correct the underlined mistakes in these sentences.

1 Yesterday, it was very hot and we are visiting the ruins of a temple. visited
2 At the moment, we stay in a small hotel near the lake. ....
3 My cousins arrived at lunchtime tomorrow at 11 am. ....
4 I looked forward to watching the stars in the desert this evening. ....

Writing

4 You are on holiday. Write a postcard to a friend in your notebook. Answer these questions to help you.

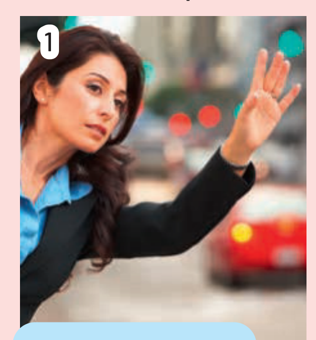
1 Where is your holiday? What are you doing now? Who are you with?
2 Why do you like the place and the people?
3 When did you arrive? Where are you staying?
4 What did you do yesterday? What did you see?
5 How did you feel about it?
6 What are you looking forward to doing?

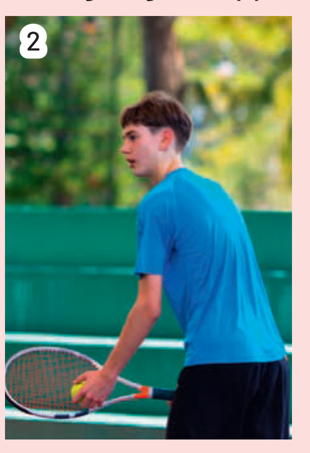


For more practice, go to the Ministry of Education website.

Review

1 Look at the photos. What is going to happen? What are the people going to do?









2 Make two dialogues using these words. Then role-play the dialogues.

1 Use the correct form of the present continuous.

A: you / do / weekend? What are you doing at the weekend?

B: Saturday morning / have / piano lesson. / afternoon / meet cousin. ....

A: not / go / the book club / Saturday afternoon? ....

B: No / not go this weekend. / You? ....

2 Use the correct form of *going to*.

A: Look at / black clouds! / rain!
Look at the black clouds! It's going to rain!

B: Yes, / be / very windy, too. ....

A: I / close / all the windows. ....



3 Write a reply to the text message in your notebook.

- Answer your friend's questions.
- Say you will call him/her after lunch.
- Remember to use the correct time expressions.

Hi!
Are you busy? What are you doing this afternoon? Please could you call me later because I need some help with the English homework! 😁 I had to go to the dentist, so I missed the last English lesson. What did you study in English class last week?
One last thing – are you free on Saturday morning? I'm playing tennis in the park. Would you like to come?

Project

Research a beautiful place in Egypt or another country in Africa where there are environmental problems.

1 Write about the environmental problems.

2 Suggest some possible solutions.

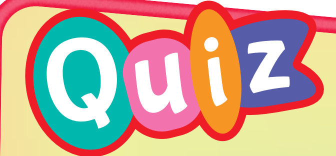


For more practice, go to the Ministry of Education website.

Unit 12 Lesson 1

Languages and learning

Reading: A quiz about learning styles; an article about languages in Africa; an advert for a language school
Writing: An internet post giving advice; a study plan; an application form
Listening: A conversation about future plans; a radio interview about animal communication
Speaking: Talking about learning styles; a presentation about your studies; a discussion about study tips; giving advice, opinions and suggestions
Language: A review of tenses
Life Skills: Self-management; Communication skills; Critical thinking



What type of **learner** are you? Take the quiz to find out!





1 Which of these things do you prefer to do in your free time?
  a Read a book.
  b Watch a film or TV show.
  c Play a video game.
  d Listen to music.

Research

Which country in the world has the most languages?

2 If you want to learn how to play a new sport, what do you do?
  a Read online about how to play it.
  b Watch a video of people playing it.
  c Start playing and learn as you play.
  d Ask for advice from someone who can play it.



3 You need to tell your class about a new English book. What would you prefer to do?
  a Write a review of it.
  b Make a short video about it.
  c Act some of the book with friends.
  d Read some of the book to your class.



Find

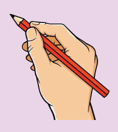
Look through the unit. How many languages do people speak in Africa?

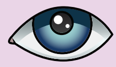
4 Someone asks you for directions. What do you do?
  a Write down instructions.
  b Draw a map.
  c Use your hands and body to explain.
  d Tell them where to go.

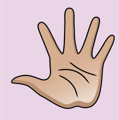
5 If you don't know how to spell a word, what do you do?
  a Look in a dictionary.
  b Try to work out how to spell it.
  c Write it down to see if it looks right.
  d Say the word slowly to hear the sounds.

Reading

1 Count how many of each letter you chose in the quiz. Then read about your result.

I chose mostly a:
You learn best by reading and writing.

You like reading books or writing stories. You love words and learn best by reading about something and **taking notes**.

I chose mostly b:
You learn best by seeing things.

You love to watch videos and look at diagrams. You love films and art. You learn things better if you can see them.

I chose mostly c:
You learn best by doing things.

You are always busy making and **repairing** things. You learn things best by trying to do them and sometimes find it hard to understand by listening or reading.

I chose mostly d:
You learn by listening.

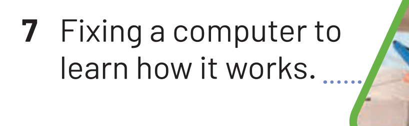
You love music and are often talking! You find it easier to learn by listening to people explain things to you and by discussing things with them.

2 Discuss these questions in pairs.

1. Do you agree with your results in Exercise 1? Why/Why not?
2. Is your partner the same type of learner as you or different?

3 What type of learner do you think would prefer doing these things? Write R (Reading and writing), S (Seeing), D (Doing) or L (Listening).

1. Listening to podcasts. L......
2. Following some pictures showing how to fix something. ......
3. Going to a library to do some research. ......
4. Watching online videos about science. ......
5. Going to an art class. ......
6. Watching a film to practise a language. ......
7. Fixing a computer to learn how it works. ......
8. Writing a blog. ......

Speaking

4 Discuss these questions in small groups.

1. Did the people in your group have the same answers in the quiz or did you have different answers? Why do you think this happens?
2. How do you prefer to learn? What type of classes are your favourite?
3. What type of learning would you like to do more? What would you like to do less? Why?

> I like to learn in different ways. I don't like always doing the same thing.

> I like classes when we get to do things and don't only read or listen.



For more practice, go to the Ministry of Education website.

12 Lesson 2

Vocabulary

1 Circle the correct words.

1 If you **fail / pass** an exam, you will feel disappointed.

2 If you **fail / pass** an exam, you will feel proud.

3 Students need to **decide / take** what job they want to do.



2 Discuss these questions in pairs.

1 When was the last time you felt disappointed?

2 When was the last time you felt proud?

3 When did you take a difficult exam? Did you pass or fail it?

4 Do you know which job you want to do?

Listening

3 Listen to Fares and Nevine talking about their future plans. What jobs do they hope to do?





1 Fares: ....

2 Nevine: ....

4 Listen again. Answer the questions. Write F (Fares) or N (Nevine).

1 Who changed how he/she felt about studying? F.....

2 Who wants to study in another country? ......

3 Who will work in the family shop? ......

4 Who decided which job he/she wanted to do when he/she was a child? ......

5 Who wants his/her family to be proud? ......

6 Who wants to go to university? ......

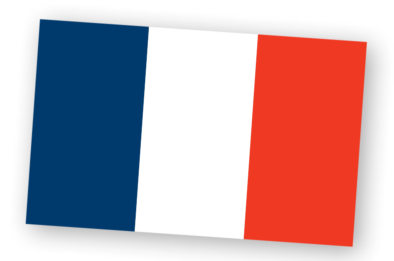
7 Who thinks it is going to be difficult to do the job he/she wants to do? ......

8 Who will need to study a lot of subjects? ......

Language

5 **Complete the text with the correct form of the verbs in brackets.**

When I [1] was (be) young, I [2] .... (want) to be a scientist. Now I find science very difficult so I don't think I [3] .... (be) a scientist! I'm not really sure what I want to do, but my family are always telling me that school [4] .... (be) very important and I need to study hard. I know I want to travel so I [5] .... (learn) lots of languages. Next year, I [6] .... (start) French classes. I [7] .... (take) the exam to go to secondary school and I hope I [8] .... (pass)!



Remember!

When you are speaking or writing, remember to use the correct tense.

Present

My uncle **lives** in the USA. I'**m emailing** him today.

Past

I **was playing tennis** with my sister when it **started** to rain.

I **didn't use to** like tennis! I **used to** like basketball.

Future

Next year, I'**m starting** secondary school.

I'**m going to** go to university. I'**m not going to** get a job.

I think it **will** be hard but fun at university. I **won't** be bored.

Speaking

6 **You are going to give a short presentation about your studies. Make notes about these things in your notebook:**

- What did you use to/didn't you use to like to study but like to study now?
- What job did you want to do when you were younger, and do you still want to do it?
- What subjects do you like/don't you like studying now? Why?
- What do you want to study in the future? Why?

7 **Work in small groups. Use your notes to present your ideas. Ask questions to the other people in the group.**

Why do you want to study to be a scientist?

I want to find solutions to environmental problems like water pollution.





For more practice, go to the Ministry of Education website.

12 Lesson 3

Vocabulary

1 Check the meaning of these words and phrases in a dictionary, then discuss these questions in pairs.









sounds facial expressions writing voice



1 What do you think is the difference between sounds, a voice and speaking?
2 Which of these different types of communication do most people use? Why?
3 Which types of communication do animals mostly use?

2 Work in pairs. Do you think the sentences are true (T) or false (F)?





1 Cats can't understand people. F......
2 Some animals can copy sounds. ......
3 Animals only use body language to communicate. ......
4 Horses say hello by touching noses. ......
5 People can use their voices and bodies to communicate with animals. ......
6 Cats only make a noise when they want something. ......

Listening

3 Listen to a podcast about animals. What types of communication from Exercise 1 does Dr Ahmed talk about? ....

4 Listen again and check your answers to Exercise 2.

Life Skills

1 When might you need to use each of the forms of communication in Exercise 1?
2 Why do you think good communication is so important?

Language

5 Work in pairs.

1 Are the phrases in **red** below from the listening used for advice, suggestions or opinions? Put them in the correct circle.

- **Let's** talk about the animals that you often see on a farm.
- **I think** that his cat understands him.
- **From my point of view,** it's important to watch and listen to what animals are trying to tell you.
- **You should** be careful about how you use your body and voice.
- **How about** listening to how your cat makes a noise?

2 Can you add any more expressions to the circles?

Advice

Opinions

Suggestions
Let's

Writing

6 Read this post from the internet. What is the girl's problem?



Can anyone give me some advice? I have an older sister (she's three years older than me). We used to be best friends, but now she doesn't want to talk to me very much. She is always on the internet or talking to people on her phone.

She tells me to go away if I try to talk to her. I miss being friends with her. How can I get her to spend time with me again?

Please give me some advice!

Yours, Radwa

7 Discuss Radwa's problem in pairs. What advice would you give her?

8 Write a reply to Radwa in your notebook. Use some of the phrases from Exercise 5.



For more practice, go to the Ministry of Education website.

12 Lesson 4

Reading

1 **Discuss these questions in pairs.**

1 How many languages do you speak? What are they?

2 How did you learn these languages? Where do you normally speak them?

2 **Read the text quickly and answer the questions.**

1 How many languages do many Africans speak?

2 How does it help to speak English?

3 **Look at the words in bold in the text. Match them to their meanings.**

1 The qualities that make you different to other people identities

2 Brings things together ....

3 People who know lots about a subject ....

4 The good things about something ....

5 Of or for the whole country ....

6 A way of speaking used in one area ....

7 Be able to speak more than one language ....

4 **Read the text again and answer the questions.**

1 What are the three types of languages many African people can speak? ....

2 What communities do these three types of languages connect people to? ....

3 What are two advantages of speaking more than one language? ....

Multilingual Africa



Experts believe that there are more than 2,100 languages spoken in Africa. Many African people speak three languages: their **dialect** (or home language), the **national** language and another European language such as English, French or Portuguese that they learn at school. This means they are multilingual! Of course, many people speak more than three languages!

People who speak different languages have lots of **advantages**. If you speak more than one language, you can talk to different people in different places and in different ways. When you are **multilingual**, you are able to understand both your home and the world better.

It also gives people different **identities**. If you speak your home language, it **connects** you to your community. Your national language connects you to your country and all the other people in it. An international language, like English, connects you to an international community.

Speaking

5 **Discuss these questions in small groups.**

1 Do you feel different when you speak a different language? Why?

2 What other languages would you like to learn?

For more practice, go to the Ministry of Education website.

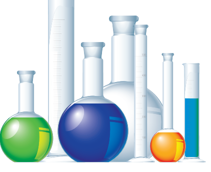
Video



12

Speaking





1 Discuss these questions in small groups.

1. Do you find it hard to study for exams? Why?
2. Look at the titles below. Which of these things do you find hard? Why?
3. Read the advice. Do you agree with it? Can you add any more ideas? Add advice for the other titles.

Being organised
Know what you need to do and when to do it.
....

Managing your time
Make a study timetable.
....
....

Where you study
Find a quiet space to study. If your house is too busy, you could go to the library.
....

Working alone or with friends
....
....
....

Taking breaks
....
....
....

Sleeping well
....
....
....

2 Discuss these questions in pairs.

1. Do you think you are good at studying? Why/Why not?
2. Which things do you need to improve? How could you improve them?

Writing

3 Think about an exam or a project that you need to study for. What do you need to do for it? Complete the study plan.

Study plan for: .... (your name)

I have to study for: .... (name of exam or project)

I should:

- ....
- ....
- ....
- ....
- ....

4 Work in pairs. Read each other's study plans. Does your partner have a good plan? Have you got any advice for him/her?

Writing tip

When you are making notes, you can just use short sentences. You do not have to write detailed sentences, for example: *Find notes, Read textbook.*



For more practice, go to the Ministry of Education website.

12 **Lesson 6**



Reading

1 Read the advert for a language school in England. Would you like to study there? Why/Why not?

2 Read the advert again and answer the questions.

1. Where do students at Hapstone House come from?
   They come from around the world.
2. Where is the school in England? ....
3. What do students do in the mornings?
   ....
4. What do they do in the afternoons?
   ....
5. What do they do at the weekends?
   ....

English Language Summer School for Teenagers!

Do you want to **improve** your English? Would you like to study in England with other young people from around the world?

Come and stay at Hapstone House, in the south of England, for our summer courses! You can study every morning with our friendly, expert teachers and spend the afternoons doing sports or other activities. Every weekend we visit famous English places (like London or Oxford).

Learn English, have fun, visit England!

For more information, visit our website.

Writing

3 You would like to go to Hapstone House. Complete the form.

Name: ....
Age: ....
Date of birth: ....
Nationality: ....
Address: ....
Phone number: ....
Email address: ....
Personal statement: ....
....

Writing tip

A personal statement is where you tell someone about yourself. Why do you want to study there? Why do you want to improve your English?

4 Read your partner's work. Check the following and add any comments.

Check:
- *Spelling* ☑
  All words spelt correctly.
- *Language (tenses, vocabulary, etc.)* ☐
- *Punctuation* ☐
- *Information (do they say why they want to study there?)* ☐
- *Do you understand everything?* ☐

For more practice, go to the Ministry of Education website.



Review

1 Match the words and the definitions.

disappointed improve multilingual organised ~~pass~~ voice

1 What you want to do when you take an exam. pass
2 How you feel if you fail an exam. ....
3 A sound that comes from your mouth. ....
4 Able to speak many languages. ....
5 Able to plan things carefully. ....
6 To get better at something. ....

2 Complete the sentences with the correct form of the verbs in brackets.

1 When I was three years old, I didn't use to go (not / go) to school.
2 Ahmed .... (study) for his maths exam at the moment.
3 Judy .... (go) to the library last night.
4 I .... (not / understand) English, but now I .... (speak) it well.
5 Sara .... (do) her homework when her friend .... (visit) her last night.
6 We .... (go) to secondary school in two years.

3 Work in pairs. Take it in turns to read a sentence from list 1. The other person should answer using an expression from list 2.

1
I don't understand my homework.
I want to learn to draw.
We have an exam tomorrow!
Do you think it's good to speak lots of languages?
My house is too noisy to study in.
I don't know what job I want to do when I'm older.

2
Why don't you …?
Shall we …?
In my opinion …
You should …
Let's …
From my point of view …



I don't understand my homework.

You should ask the teacher.

4 Complete the sentences with your own ideas. Then compare your answers with a partner.

1 Two new words I learnt in this unit are bilingual, expert
2 One interesting fact I learnt is ....
3 One thing I learnt about another student is ....
4 One thing I learnt about myself is ....
5 One good idea I had about studying is ....



For more practice, go to the Ministry of Education website.

Review D

Lesson 1

Type of trip: [1] Camping
Going to: [2] ....
Leaving on: [3] .... May at [4] .... am
Returning on: [5] .... May at [6] .... pm
Clothes to bring: [7] ...., cool clothes,
[8] .... night clothes and comfortable
[9] ....
Also bring: [10] ...., notebook and pen

Listening

1 Listen to the talk about a school trip. What information is in the letter?

2 Listen again and complete the form.

Speaking

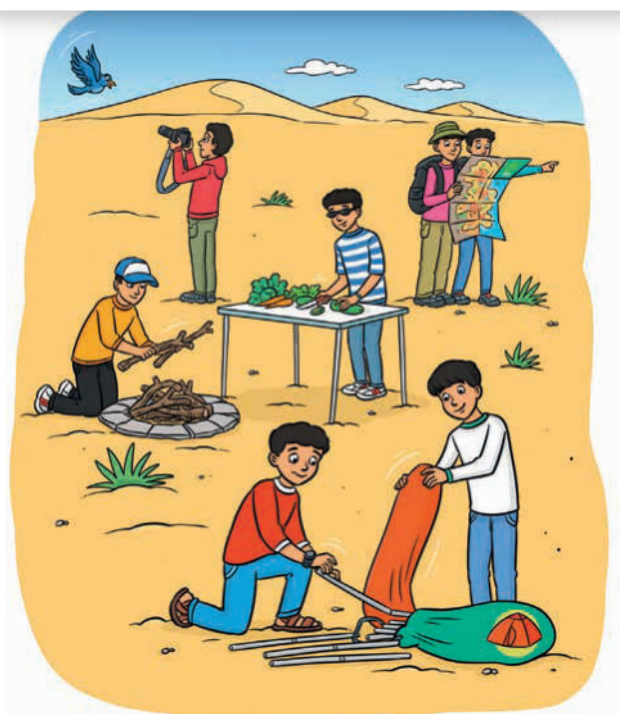
3 Work in pairs.

Student A: Describe what someone in the picture is wearing to Student B. Do not point to the person.

Student B: Find the person Student A describes. Say what that person is going to do or what is going to happen to them.

This boy is wearing a striped, blue T-shirt and sunglasses.

I think it's this one. He's going to cook dinner.



4 Write sentences about the people in the picture. Use *going to* and two or more adjectives to describe their clothes.

1 The boy in the striped blue T-shirt and sunglasses is going to cook dinner.
2 ....
3 ....
4 ....

Writing

5 You are a student at the school trip to the desert. Write a postcard to a friend. Include the following information:

- What you did yesterday
- What you are doing tomorrow
- What you are learning about or enjoying
- What you are looking forward to doing



Reading

1 Read the article about a shop and choose the correct words.



[1]On / At Monday, an exciting new shop is opening in the city centre. The Eco Shop only sells things that are [2]**environmentally-friendly / environment-friend**.

Last week, we [3]**are talking / talked** to the owner, Mariam El-Soory, about her new shop. "Lots of people want to help the environment but it is sometimes difficult to know what to buy. We [4]**are working / were working** with lots of people to help local industries, too. So we're going to sell local fruit and vegetables, [5]**luxury, Egyptian cotton / Egyptian, cotton luxury** clothes and other local things that don't damage the environment. You can also bring glass, plastic and paper to the shop for recycling. We will also have cooking and sewing classes at the shop soon".

Marian [6]**worked / works** for many years as a guide at a beach. She was sad because she [7]**is seeing / saw** a lot of plastic bags used for things from other countries on the beach. When she [8]**picked / was picking** up some rubbish one day, she decided she [9]**wanted / is wanting** to do more to help the environment and had the idea of a shop.

The shop is having an opening party [10]**on / at** 1 pm in three days' time.

2 Read the article again and answer the questions.

1. What is the name of the shop? The Eco Shop
2. How will it help local industries? ....
3. What other ways will it help the environment? ....
4. What can people learn how to do at her shop? ....
5. What made Mariam decide to open her shop? ....
6. Would you like to buy things in a shop like this? Why/Why not? ....

Speaking

3 Work in pairs. Discuss the problems below. Think about giving advice, your opinion, suggestions or solutions.

There is a lot of air pollution where I live.

I want to learn to speak French.

My neighbours never recycle their rubbish.

I bought the wrong size jeans.

I can't find my new, blue, cotton scarf.

I'm worried that I will fail my end-of-year exam.

My neighbours never recycle their rubbish. From my point of view, it is important to recycle it.

You should take plastic and glass out of the bin and recycle them.




For more practice, go to the Ministry of Education website.




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